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ABSTRACT

This practicum met its goals of increasing enrollment in an inner city high school vocational home economics course on child guidance, care, and management services; increasing students' and counselors' knowledge about the course; and providing audiovisual and printed materials to help students make an informed selection of the course. The strategy undertaken to accomplish these goals included guidance counselor inservice orientation, a teacher-developed handbook, development and dissemination of recruitment/marketing materials for students, and open discussion through classroom visitations and guided tours of the child care services program. Before the practicum activities, only 11 of 339 students selected the course for the 1987-88 school year, only two of six counselors possessed sufficient knowledge of the course to counsel students adequately about it, and no audiovisual or print materials existed that explained the advantages or disadvantages of child care as a career option. After implementation of the practicum activities, enrollment for the 1988-89 school year rose by 335 percent within a 12-week period; all six guidance counselors scored 90 percent on a questionnaire that tested their knowledge of the course; and posters, flyers, and a brochure about the course had been developed. The document includes a nine-item bibliography and 12 appendices. The appendices include copies of survey instruments used and copies of printed materials developed. (CML)

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Increasing Secondary Student Enrollment in a Vocational Child Care Services Course Through a Marketing Plan

By

Judy Lacy Wilson

Cluster XXV

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A Practicum I Report Presented to the Ed.D. Program in Early and Middle Childhood in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

NOVA UNIVERSITY
1989

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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June 30, 1989
Date of Final Approval of Report

Polly Peterson, Ph.D.

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ABSTRACT

INCREASING SECONDARY STUDENT ENROLLMENT IN A VOCATIONAL CHILD CARE SERVICES COURSE THROUGH A MARKETING PLAN. Wilson, Judy Lacy. 1989: Practicum Report, Nova University Ed.D. Program in Early and Middle Childhood. Descriptors: Secondary Education/High Schools/ Vocational Programs/Declining Enrollment/Child Care Occupations/Entry Workers/Student Recruitment/Program Marketing/Career Guidance/Career Awareness

This practicum addressed a problem which existed in the Home Economics Child Guidance, Care and Management Services course, which indicated that an insufficient number of students chose to enroll in the program. Factors contributing to the decline in enrollment were the lack of available course information and the inability of guidance counselors to properly advise students during the course selection process.

The writer's goals were: (a) to increase student enrollment, (b) to increase the knowledge level of students and guidance counselors in Child Care Services, and (c) to provide a variety of audio visual and printed materials to enhance student choice. The writer implemented a five phase solution strategy which included the use of a guidance counselor in-service orientation, a teacher developed handbook, development and dissemination of recruitment marketing materials for students, open discussion through classroom visitations and guided tours of the Child Care Services program.

Analysis of the data revealed that the use of the five-phase solution strategy met the goals of the practicum. Results indicated that the recruitment marketing plan increased program enrollment and student/counselor knowledge in the field of Child Care Services.

CHAPTER I

INTRODUCTION

Description of Community

The setting for the practicum is an inner city high school located in one of the largest accredited school districts in the southeastern United States. The surrounding community is heavily populated with a total of 139,500 residents.

Considered as one of the oldest in the area, the community continues to grow at a rapid pace. Local entrepreneurs contribute greatly to the economic status of the community by operating manufacturing and business service centers which employ community residents. The socio-economic make-up of the community is middle to lower class.

The community contains homes with an average sale price ranging from the upper seventies to the mid-eighties with approximately 1900 square feet of housing space. The community offers a variety of facilities to its residents including: Parks and recreation centers, county clinics and nursing homes, a variety of specialized physicians, and two excellent libraries with space for off-campus classes offered by the local community college. The school is one of the focal

points of the community; its location is centralized and serves as a source of pride for its residents.

Author's Work Setting and Role

The school in which the practicum was implemented celebrated its eighty-ninth year of service to the community. While the past decade has produced many school boundary changes, the increased mobility of families in and out of the area has not affected the student body. The enrollment has remained stable with approximately 2200 students. The ethnic composition of the student body is ninety and nine-tenths of a percent Black, six and four-tenths of a percent White, two and three-tenths of a percent Hispanic, three-tenths of a percent Asian, and one-tenth of a percent Indian. Twenty-five percent of the students qualify for the school's free or reduced lunch program.

The philosophy of the school centers around providing curricula and experiences which allow students to develop personal, social, academic, vocational, and economic competencies for accepting responsibilities of adult citizenship in their communities. It is further believed that the success of each student depends upon adult guidance and the cooperation of the home, the school, and the community. The faculty and staff recognizes the varying needs of students and emphasis is

placed on promoting excellence toward the attainment of their individual goals.

The school's personnel consists of an administrative staff including a principal and five assistant principals, a guidance department including a guidance director with five guidance counselors assigned by grade including an exceptional student education specialist and an advisor for continuing education. The advisor counsels a particular grade as well as ensures that each graduate exiting the school is given the opportunity to plan specific post-secondary options. Additional support staff include a full compliment of media, clerical, cafeteria, and custodial staff.

The faculty consists of 125 teachers, of which 50 percent have earned advanced degrees in their areas of specialization. There are 58 males and 67 females. The ethnic composition includes 45 percent White, 40 percent Black, 3 percent Hispanic, 1 percent French, and 1 percent German.

Unique to the school is its comprehensive magnet curriculum which attracts secondary and post-secondary students to enroll on a full and part-time basis. The course offerings provide students with in-depth general education, vocational, technical, business, exceptional, and college preparatory programs as well as performing arts and Air Force R.O.T.C. The school spotlights its

basic skills program which was designed to emulate the district's Pupil Progression Plan. As a result of the "Skill of the Week" program and state compensatory education classes, the student body has made significant academic process.

The Exceptional Student Education program provides classes for those students who have been evaluated as Educably Mentally Handicapped, Emotionally Disturbed, Specific Learning Disabled as well as Intellectually Gifted.

The college preparatory program includes spotlighting college review classes in English and mathematics which provides students with a storehouse of knowledge as it relates to college entrance examinations and subsequent placement.

The school's outstanding course offerings in its vocational program has been identified as excellent since 1964. With assistance from commercial organizations and chain stores within the community, students are privileged to complete cooperative on-the-job training experiences within a five mile radius of the campus. In addition, the Adult Community School program is a valuable asset in that it serves to meet the additional needs of the secondary students as well as the post-secondary students in the community-at-large.

The practicum writer's educational background include an undergraduate degree in Elementary Education, a Master's degree in Elem/ECE and an Educational Specialist degree in Administration and Supervision. Having a wealth of knowledge and teaching experiences spanning from early childhood to adult education, the writer holds teaching certificates from two states in the following areas: Early Childhood Education, Elementary Education, Administration/Supervision Kindergarten through twelfth grades/Adult and Community School. The writer's expertise is extensive in the area of child care services, having organized and reorganized several child day care programs locally and out of state. The writer has designed and implemented a handbook for vocational-home economics teachers working at off-campus sites, and co-authored two child care curriculum guides on the county level. During the 1984-85 school year, the writer was identified as an associate master teacher receiving the Florida Meritorious Teacher Award.

In 1975 a special grant of federal funds was awarded to the high school for the purpose of organizing an innovation in vocational home economics. The writer was chosen as instructor in charge of implementing a preparatory wage earning course in Child Guidance, Care and Management Services. During the past 13 years

the writer has perpetuated the original development of a training laboratory with an enrollment of 30 pre-schoolers ages 2 to 5 years for the purpose of preparing secondary students for a career in child care services. Other responsibilities include: implementing a variety of accepted curricula related to early childhood education, supervision of support staff, job placement, and follow-up of trainees completing the program.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The Vocational Home Economics Child Guidance, Care, and Management Services course celebrated its emergence as a unique and viable training program for the decade preceding the school year 1984-85. During those years student enrollment voluntarily stabilized and maintained itself to within the acceptable class size suitable for the program's continuance. However, for the past four years there has been a decrease in the number of secondary students who chose to enroll in the Child Guidance, Care and Management Services course.

As shown in Table 1, from 1984 to 1987, the Home Economics Department has presented 10 course offerings. In turn, the guidance department develops and dissiminated grade level course survey sheets which lists selected courses for 10th, 11th, and 12th grade students. During course registration, guidance counselors assigned by grade individually advise students toward proper selection of courses and credits appropriate to their grade level. While enrollment has remained stable in nine of the Home Economics offerings, student preference has consistently decreased with

regard to making Child Guidance, Care, and Management Services a vocational choice.

Table 1. Annual Student Enrollment in Home Economics Courses

Course Offerings	School Year		
	1984-85	1985-86	1986-87
	Enrollment		
Family Living	36	34	33
Family Economics	33	32	31
Food and Nutrition	47	45	43
Principles of Food Preparation	47	34	32
Food Production Service	33	57	52
Life Management Skills	53	33	32
Personal Clothing	35	40	57
Practical Homemaking Skills	41	43	44
Principles of Clothing Construction	45	49	50
Child Guidance, Care,and Management Services	45	35	20
Total Enrollment	415	402	374

As a result of the decrease in student enrollment, there was an insufficient amount of trained child care services students to fill job vacancy requests made by local child care center directors. The school's

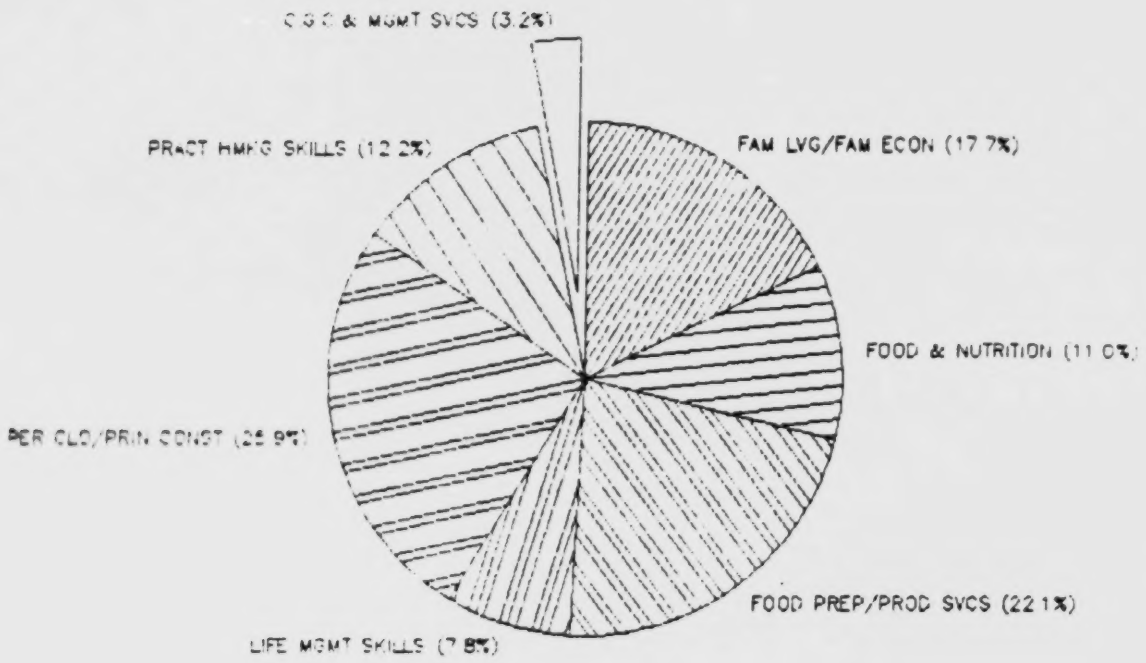
Home Economics Department had never placed emphasis on enrollment of students into their course offerings. Therefore, the identification of enrollment as being problem was non-existent until such time as it was identified by the writer.

If the problem was solved, the child care services courses enrollment figures would be balanced to that of other Home Economics courses offered in the school. The ideal situation would be that students would elect to enroll in the Child Guidance, Care, and Management Services course. As a result of an increase in enrollment, there would be a sufficient amount of trained (qualified) child care workers. Briefly stated, the practicum addressed a problem which existed in the Home Economics Child Guidance, Care, and Management Services course, which indicated an insufficient amount of students enrolled.

Problem Documentation

Documentation of an insufficient amount of students selecting the Child Guidance, Care and Management Services course was confirmed by tabulating the results of 339 course survey sheets completed by students who selected home economics courses (see Appendix A). The results were interpreted and can best be described in Figure 1 with only 11 out of 339 students selecting the child care services course.

Figure 1. Student Enrollment Preferences in Home Economics Courses for 1987-88 School Year


C S C & MGMT SVCS (3.2%)
PRACT HMKG SKILLS (12.2%)
FAM LVG/FAM ECON (17.7%)
FOOD & NUTRITION (11.0%)
PER CLO/PRIN CONST (25.9%)
FOOD PREP/PROD SVCS (22.1%)
LIFE MGMT SKILLS (7.8%)

In an effort to further document the problem the writer administered a questionnaire to grade level guidance counselors with regard to their knowledge of the child care course as it related to student advisement in addition to individual follow-up interviews (see Appendix B). The results, as indicated in Table 2 revealed that four out of six grade counselors lack sufficient knowledge of the child care services course to adequately advise students toward proper selection of the course.

Table 2. Results of Guidance Counselors Child Care Services IQ

	Score (Correct answers)
Counselor One	5
Counselor Two	3
Counselor Three	9
Counselor Four	4
Counselor Five	3
Counselor Six	4

Scoring Key

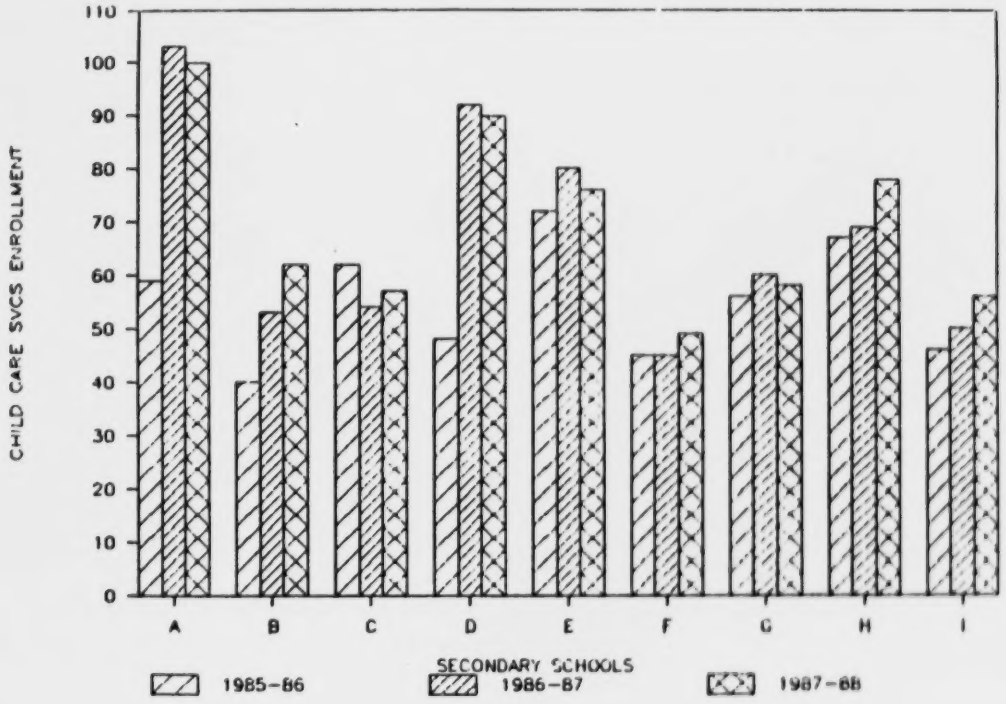
Answers to questions

10-9 correct	Better than average knowledge of Child Care Services
7-8 correct	Average knowledge of Child Care Services
6 or below	Lacks sufficient knowledge of Child Care Services

An interview with the school district's curriculum supervisor for secondary home economics revealed that there was no evidence of a decline in the Child Guidance, Care, and Management Services course enrollment in the remaining nine schools that offered the course.

As indicated in Figure 2, enrollment had either remained the same or showed an increase from the previous year.

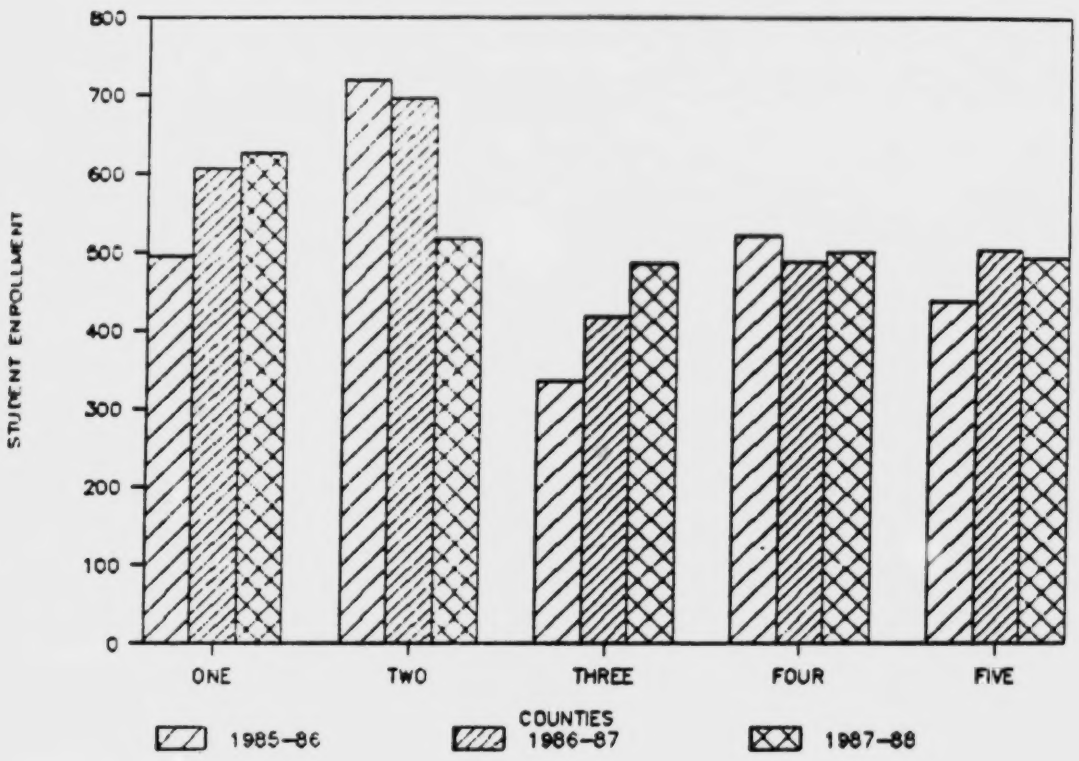
Figure 2. District-wide child care services enrollment in secondary schools.



Further documentation was ascertained by forwarding a questionnaire to four surrounding school district secondary Home Economic supervisors in the state with follow-up telephone interviews (see Appendix C). The total response was 100 percent. As indicated in Figure

3, the 5 county analysis of student enrollment in the Child Guidance, Care, and Management course, the results correlated with that of the local district supervisors: The four districts had either maintained or increased student enrollment in their Child Guidance, Care, and Management Services courses from 1984-1988.

Figure 3. Five County Analysis of Student Enrollment in the Child Guidance, Care, and Management Services Course



Causative Analysis

There were three major causes as to why students were not choosing the vocational Child Guidance, Care and Management Services course. In the writer's view, nationwide, increased emphasis had been placed on the academics which locally created a domino effect. Vocational courses such as Child Care Services were considered second choice elective subjects by secondary students.

The back to basics movement has influenced local school systems to encourage students to become more proficient and knowledgeable in the basic academic courses by requiring and prescribing the "Five New Basics" for students seeking a high school diploma. The system presently in place in the high school's setting is that of considering academic courses as more intellectually demanding than vocational courses such as Child Guidance, Care, and Management Services; four years of English, three years each of mathematics, sciences, and social studies, and one-half year of computer science. Seemingly, vocational courses such as Child Care Services have been judged as less essential to the school's curriculum. It has been characterized as an elective and the amount of time available for electives has varied over time. While the Home Economics Department offered ten courses, the Child Guidance, Care, and Management Services course stood

alone as a wage earning course in competition with the regular course offerings.

A second major cause of students not choosing the Child Guidance, Care, and Management Services course was that the school's guidance counselors lack sufficient knowledge in the field of Child Care Services to properly advise students of the advantages of a career in the field. With a lack of interest and background in the subject area, guidance counselors tended not to use a systematic informative approach. The writer found that guidance counselors were simply providing students with a course selection sheet, and a simple explanation of courses for which they could or could not enroll. There was no evidence of conceptualization, by guidance counselors, of the students' needs or interests. As a result, students were not being given a positive view of the Child Guidance, Care, and Management Services program during the course advisement and selection process.

Another cause of the problem was a lack of audio-visual or printed materials which could provide an explanation of the advantages and disadvantages of the course as a career option. Unfortunately, within the classroom, guidance counselor's office, and main building of the school, informational materials were non-existent. Clearly, there was no visible evidence of

broadening the students' awareness of the Child Guidance, Care, and Management Services course through the use of perceptual materials, including auditory, visual, and printed concepts.

Finally, a fourth cause as to why students were not choosing the Child Guidance, Care, and Management Services course was the tendency for students not to recognize child care services as a profession. A growing concern in the nation and the community-at-large has amplified the low wages paid to child care workers. It was evident that the students equated salary with professionalism. Seemingly, there was a lack of knowledge and awareness in students of the variety of preparatory child care worker training programs available to gain competence in the field. Students lacked a clear understanding of the fact that the exodus of workers from the field has forced the hiring of untrained workers, thereby reducing salaries. Finally, there was a complete lack of understanding by students with regard to training and qualifications as it related to salaries and work incentives offered when employed in the child care services field.

The Related Literature

In a review of the professional literature, the existence of available information on declining enrollment was limited. However, the following articles

identified declining enrollment from a vocational aspect for which child care services is an intergral part.

West, Miller, and Diodata (1985) analyzed the current status of mathematics, science, vocational education, and computer science course offerings and enrollment in secondary schools in the United States. Using a two-stage sample, the authors studied 58,000 high school students from 1,000 public and private schools with regard to student course selections and course offerings. The study's findings indicated a 10 percent decline in student selection of academic subjects and an 18 percent incline in students selections of vocational courses. The study further revealed individual vocational course selections, course offerings, and enrollment figures. Occupational Home Economics indicated declining enrollments with Child Guidance, Care, and Management Services indicating enrollments the lowest in the occupational course groupings.

Robson, Owings, and Dembowski (1979) further revealed manifestations of declining enrollment in vocational courses such as Child Care Services in a study which projected the affects of population change on vocational/technical enrollments. The study's findings linked declining vocational enrollment to future population trends. Further indications based on

future population figures revealed that economic and socio-cultural influences were the best indicators of enrollment decline.

The significance of the inclusion of wage earning job preparatory vocational courses such as Child Care Services was revealed in the Bradford High School study conducted by Geiger and Torge (1977). The researchers investigated all aspects of a drastic decline in enrollments of 11th and 12th graders in the school. The study sample included 300 students. Analyzing the results of student course selections involved student interviews and questionnaires.

In a continued effort to document the problem of declining enrollment in the school, the author conducted interviews with school board members and community representatives. Surveys and questionnaires were administered to administrative staff and faculty. Building utilization and curriculum were analyzed. The findings indicated that the decline in enrollment was due to the exclusion of vocational course offerings from the curriculum. Statistics revealed that 76 percent of the students in the study favored vocational wage earning course offerings. The underlying reason was they envisioned these courses as preparation for careers after graduation. In an itemized list of vocational course offerings, five percent of the students surveyed indicated Child Care Services as a course selection.

Professional literature relative to the causal analysis of the problem were identified in a study conducted by Modigliani, Kell, Valenstein, McDaniels, Norton, Manchester, Webber, and Wheeler (1984). The study explored the question: Who will care for the children? The author surveyed 277 teachers employed in local child care centers and interviewed child care workers throughout the country. The study gathered information relative to employee wages, benefits, working conditions, training, and experience. The findings indicated that while the demand for child care workers is high, there is a shortage of trained persons entering the field. Only 36 percent of the sample of child care workers felt their salaries were adequate. Additional statistics indicated that child care workers remain in their job positions for no more than two years. The study found that only one employee out of 14 employees lacked related course work in child care. Other findings indicated that employee dissatisfaction over salaries and benefits were offset by the great satisfaction gained from working with children and their parents. Ninety-five percent of the sample population gained satisfaction in working with children while 96 percent preferred working with parents. These high levels were unusual in survey research. However, the findings begin to explain why people choose child care services as a profession.

In an effort to further document the causes of declining enrollment in child care training programs, the writer interviewed the curriculum supervisor of Home Economics in the local district as well as four supervisors in equally populated districts with regard to causes (see Appendix C). E. Lewis, E. Richey, J. Miles, and R. Trainor (personal communications, January 19, 1988), linked declining enrollment in Child Guidance, Care, and Management Services courses to the lack of individual schools to adequately dispense materials that provided the prospective enrollees with an explanation of the course.

The curriculum supervisors based their findings on the results of statistical data, observation of classes discussions, and interviews with individual school assistant principals in charge of curriculum.

Further research supported the lack of knowledge by school guidance counselors in advising students toward proper course selections as it relates to career choices such as child care services. Rehberg and Hotchkiss (1979) revealed in their study of vocational counselors in secondary high schools that the lack of a systematic approach to counseling students in course selections was not evident. The study further revealed in a survey of the sample population that counselors lacked knowledge in subject areas, used improper timing in counseling

students and did not consider the unique characteristics of the school when planning guidance career-related activities for students.

Research into the general treatment of declining enrollment in vocational courses such as Child Care Services was also addressed in other studies. Hartley, Otazo, and Cline (1979) designed and implemented a skills related assessment module in child care services. The module was designed to increase student vocational interest and awareness.

Researchers at Ohio State University (1981) developed a job function book as one of fourteen components of the CAP (Career Alert Planning) Program. A packet of individualized materials was designed to be used to assist students in examining vocational occupations such as child care services. As a result of using the program conducted by school counselors, students receive a "hands-on" experience in performing work-related tasks. A complete "decide" section provided assistance to students in determining if the occupation and course structure best suited their career goals.

Carey (1979) developed a career guidance curriculum to be used during the implementation of a ninth grade career guidance study conducted in the Cape May County public schools. The curriculum presented a variety of learning activities for four occupational clusters

including child care services. The study addressed theoretical and practical experiences which enabled students to explore vocational course offerings. The finding indicated that the results of the aforementioned experiences assisted students in making wise decisions in their selection of career choices on the secondary level.

Reese and Chenoweth (1982) designed and developed a competency based vocational exploration curriculum. The program was implemented and used in the West Virginia State Vocational Curriculum Lab involving ninth and tenth grade students. The students were provided with hands-on experiences relative to 42 vocational occupations including child care services. As a result of this experience, the study's findings suggested that 15 of the courses explored, including Child Care Services, should be included as core curriculum vocational courses in secondary education programs.

In conclusion, while the pertinent literature was limited quantitatively, the review clearly revealed factual information indicative of manifestations, causal analysis, and general treatment of the declining enrollment in vocational Home Economics courses such as Child Guidance, Care, and Management Services.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of General Goals

The development of methods by which students could increase their knowledge and understanding of the Child Guidance, Care, and Management Services course was important as it related to the future success of the program and students. As a result, the goals and aims of the practicum were as follows:

1. Student enrollment will increase in the Child Guidance, Care and Management Services class.
2. Students will gain knowledge of the child care services profession.
3. Guidance counselors will gain knowledge and an understanding of the child care services field and the course offered.
4. A variety of audio-visual as well as printed materials describing the Child Guidance, Care and Management Services course will be available for counselors and students.

Behavioral Expectations

As a result of the documentation of the problem and related literature analysis, the following specific behavioral objectives were projected for this practicum:

Objectives

1. Within a period of twelve weeks, the Child Guidance, Care, and Management Services course enrollment as measured by the total calculations of student course survey sheets.

2. Withing a period of twelve weeks, prospective Child Guidance, Care, and Management Services students will improve their knowledge of the child care services profession as measured by a score of at least 80 percent on a teacher-made questionnaire.

3. Within a period of 12 weeks, the school's guidance counselors will increase their knowledge of the Child Care Services course and career options available to students by a score of 90 percent on a teacher-made questionnaire.

4. Within a period of 12 weeks, guidance counselors and students will increase their knowledge of the Child Care Services course by answering 3 out of 5 questions positively on a teacher-made evaluation form.

Evaluation Instruments

The evaluative instruments used to fulfill the goals and objectives of the practicum are described are:

1. The first objective was measured by the use of Grade Level Course Survey Sheets designed for students

in grades 10 through 12 (see Appendix A). This type measurement device was chosen to allow for student selections with regard to Home Economic course offerings. The chosen device was particularly useful in determining the number of students selecting the Child Care Services course.

2. The second objective was measured by the use of a teacher-made Child Care Services Fact Sheet Questionnaire (see Appendix B). This type measurement device was chosen because it contained convergent questions which determined the students' level of knowledge of the Child Care Services course.

3. The third objective was measured by the use of a teacher-made Child Care Services Fact Sheet Questionnaire for Guidance Counselors (see Appendix B). This type measurement device was chosen because it contained questions which determined the knowledge level of guidance counselors who advise students in child care course offerings.

4. The fourth objective was measured by the use of a teacher-made audio-visual Evaluative Survey for Guidance Counselors and Prospective Child Guidance, Care, and Management Services Students (see Appendix D). This type measurement device was chosen because it allowed guidance counselors and students to evaluate all audio-visual and printed materials used during the implementation period. The chosen device was

particularly useful in determining the feasibility of all audio-visual materials presented throughout the practicum implementation.

In order to accommodate unexpected events, the writer kept a weekly log (see Appendix E) for each week of the practicum implementation. The log contained a summary of the successes and unusual occurrences during each week, as well as guidance counselor or student concerns regarding the process. The logs were reviewed each week in an effort to ensure that all aspects of the recruitment marketing plan were progressing appropriately.

The writer's plans for analyzing the results of each objective were as follows:

1. Analysis of the data collected for the first objective was recorded in the form of a table according to grade level of students selecting the Child Guidance, Care, and Management Services course. In addition, a comparative analysis was done using a pie graph indicating the total of students selecting the course offerings in relationship to the number of students selecting the remaining nine course offerings in the Home Economics Department. The standard of achievement by which the writer viewed the objective as successfully being accomplished was that 20 students would select the Child Guidance, Care, and Management Services course.

2. The second objective's data was analyzed by recording the results in the form of a bar graph indicating the number of questions and the percentage of students answering each question correctly. The standard of achievement by which the writer considered the objective as successfully being accomplished was that 80 percent of the questions would be answered correctly.

3. Data was analyzed and recorded for the third objective by the use of a table depicting the number of counselors and the number of correct answers given by each guidance counselor. The standard of achievement by which the writer viewed the objective as being successfully accomplished was that 90 percent of the question would be answered correctly.

4. The fourth objective's data was analyzed by recording the results in the form of a table indicating the number of students and counselors evaluating the audio-visual aids favorably. The standard of achievement by which the writer considered the objective as successful was that a minimum of three out of five questions would yield positive responses from guidance counselors and students completing the form.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

The decline in the student population in the Vocational Home Economics Child Guidance, Care, and Management Services course had a direct bearing with regard to the optimum success of the program. A review of the literature revealed a number of approaches which could be adapted to meet the needs of programs with enrollment deficits.

West et al. (1985) suggested that the solution to declining enrollment is based on restructuring of curriculum. The author further indicated that while strong emphasis is being placed on a return to basics, high school programs must provide students with subjects, programs, and advisement that will advance the students' personal educational and occupational goals.

Use of the aforementioned solution could work in the broad interpretation of the solution in that advisement in student selection of courses is vital. However, in the writer's view, a restructuring of the curriculum would not contribute to solving the problem of declining enrollment.

Robson et al. (1979) suggested that economic and socio-cultural influences would cause declining

enrollments to increase for the following reasons: The birth rate, number of mothers entering the work force, and the number of children in need of child care services. As a result of these factors, the need for trained staff would boost enrollment in training facilities. The author further suggests that schools should plan based on projected population growth by developing strategies to accomodate change. Training programs should be instituted in schools that will turn out students equipped to meet the demands of projected population growth.

Use of Robson, Owings, and Dembowski's suggestions was considered in justifying the importance of having the Child Care Services program as part of the curriculum. However, there were no practical applications useful to the writer.

Geiger and Torge (1977) indicated in their Bradford School Study that the real life course offerings relative to career goals by students be offered. Their solution further suggested total involvement of all causes of the problem in order to solve the problem. The writers used the students, staff, school board members, community, and faculty to solve the problem of decreased enrollment.

Use of Geiger and Torge's suggestions of all aspects of the problem was of great value to the writer in solving the problem. The use of counselors and students was an integral part of the writer's solution.

Modigliani et al. (1984) research serves as documentation with regard to the relevance of the course and the satisfaction students will experience as a result of working with children and parents. There were no apparent practical applications that were useful.

Interviews with Lewis, Miles, Richey, and Trainor indicated that an increase in enrollment could definitely be linked to a variety of printed materials explaining the course to prospective students.

The curriculum supervisor's solution was considered useful toward the development of solution strategies.

Rehberg and Hotchkiss (1979) suggested a six-phase systematic approach to providing counseling with regard to planned career guidance activities. The author indicated the establishment of student needs, developing behavioral objectives, identifying methods and processes, planning, implementing, evaluating, and re-evaluating as crucial to the success of student advisement for vocational courses.

Use of the six-phase approach would not be useful to the writer. While the six-phase approach would lend itself very well to a guidance department in total, for purposes of this study, the six-phase process would be time consuming and limited in its scope.

Hartley et al. (1979) suggested a curriculum approach to solving the problem of declining enrollment. The Job Function Book was developed and used to provide

students with "hands-on" experiences in performing work related tasks relative to a child care services occupation.

The writer found the aforementioned solution to be an excellent approach. The "hands-on" experience of the Job Function Book assisted students toward a clear choice of course selection. The writer agreed with the authors and found the use of the Career Alert Planning an excellent tool. However, with the sample size, total use of this solution was inappropriate.

Carey (1979) and Reese and Chenowith (1982) both suggested curriculum approach solutions to the problem. While both solutions were outstanding in their thrust to increase enrollment, the use of such extensive programs would be time-consuming and inappropriate. Clearly, the aforementioned programs could best be used in a guidance setting on a permanent basis. The writers' solution involved exposure to a large sample and the use of an individualized curriculum approach would not be useful to the writer.

Description of Selected Solution

As indicated in the problem documentation, the source of the problem was directly related to a lack of knowledge by both guidance counselors and students.

In a review of the related literature, the writer chose to design and implement a marketing program for recruiting secondary students into the Vocational Home Economics Child Guidance, Care and Management Services course. The rationale for the chosen strategy encompassed a blending of several approaches as described in the literature review section.

Specifically, the recruitment effort involved five direct and indirect sequential phases of marketing and public relations strategies.

Phase one of the selected solution strategy involved the use of a systematic approach o the in-servicing of guidance counselors who play a very important role relative to student advisement of course selections. This part of the solution was chosen in an attempt to provide counselors with an abundance of knowledge and resources in the Child Care Services course.

Phase two of the solution strategy involved the use of a direct approach using a variety of public relations strategies. In the writer's view, the inclusion of guest appearances in classes and the distribution of factual information would further expose students to the Child Care Services course. This portion of the solution strategy was also chosen because it served as a basic prerequisite for further implementation of Phases three, four, and five.

Phase three of the solution strategy included both direct and indirect approaches. This part of the solution was carried out by providing for Child Guidance, Care and Management Services Lab tours, distribution of a variety of printed materials depicting a comprehensive overview of the Child Care Services course. This part of the solution was chosen because it served as a "hands-on" reminder for the students in their selection of Home Economics course offerings.

Phase four of the solution strategy involved the use of a teacher-made slide presentation which provided for an in-depth personalized message to guidance counselors and students. This portion of the solution strategy was chosen because it presented an individualized audio-visual presentation of the Child Care Services program.

Phase five of the solution strategy involved bringing closure to the public relations and marketing approach. The use of visual displays of child care services paraphernalia and counselor advisement served to finalize student decisions. This portion of the solution strategy was chosen because it allowed guidance counselors to use their knowledge and resources of the Child Care Services course.

For a number of reasons, the recruitment marketing approach using the five phases mentioned above was the most appropriate solution to the problem of declining

enrollment in the Child Care Services course. The first reason was that vocational classes, such as Child Care Services, enroll volunteer students. The decline in student enrollment on the secondary level requires instructors, such as the writer, to engage in a public relations effort with a major emphasis on recruiting students.

The rationale for a student recruitment marketing approach is further supported by the fact that the Child Care Services course does not have a built-in group of students assigned to the instructor; it is an elective course. Therefore, in order to teach there must be a full complement of students enrolled. Seeking prospective students on a continuous basis is a necessity. High enrollment for the Child Care Services class would mean continued funding for the course. However, low enrollment would jeopardize the program's continuation. Consequently, as a result of the aforementioned, the instructor plays an integral part in the maintenance of enrollment.

A second reason the recruitment/marketing approach was the most appropriate solution to the problem was that the practicum setting was a magnet school with a large student population and support staff. The following facts were advantageous toward successful implementation: The Child Care Services Laboratory with pre-schoolers provided for "hands-on" experiences for

prospective students; the use of upper classmen and student graduates of the course serves as lab tour guides. The performing arts classes, graphics, advanced art, and photography departments were especially useful toward the successful preparation of audio-visual and printed materials used during the implementation process.

The community school program in the evening hours further contributed to the success of this approach in that many parents of students enrolled in secondary courses attend night classes. Secondary students often encouraged their parents to tour the school facilities, and in so doing, exposure to the Child Care Services Lab was one of the main stops for parents who toured the school facilities. These informal tours served as a tool for motivating parents to influencing their students toward enrollment in the Child Care Services course.

Finally, using the recruitment marketing approach provided opportunities for communication with guidance counselors and prospective students. Current facts, issues, and concerns in the area of child care services were addressed. Counselors and students were able to gain in-depth knowledge in the field of child care services and the courses offered. In the writer's view, the aforementioned solution strategies were ideal and surpassed other possible strategies.

Report of Action Taken

The solution used in this practicum involved the writer's initial preparatory strategy of recruitment marketing materials for approximately 1,521 students in grades ten through twelve and six guidance counselors. The first step involved the preparation and planning of all printed materials such as: An in-service agenda for counselors, Experiences in Child Guidance, Care and Management Services - A Handbook For Guidance Counselors, A Child Care Services Fact Sheet, the Fact Sheet Questionnaire, and the Audio-Visual Evaluative Survey.

The second step involved the use of the school's graphic arts department and photography classes for the production of audio-visual materials including a taped cassette for guidance counselors, and a slide presentation of Experiences in Child Care Services.

Upon completion of the preparatory stage for the recruitment marketing approach, phase one of practicum implementaion was initiated.

The first week of phase one was devoted to the orientation of guidance counselors. An introductory correspondence (see Appendix F) was forwarded to each counselor inviting them to attend an orientation session. As described in Appendix G, this in-service activity was conducted by orientating the guidance

counselors in two sessions. Part one of the orientation activity involved a review of the individual counselors' results from the What Is Your Child Care Services Quotient? A Questionnaire for Counselors and Students; an overview of the Child Guidance, Care and Management Services program, which was accomplished by providing each counselor with a teacher-made Child Care Services Fact Sheet (see Appendix H) which outlined relevant facts in the field of child care services. In addition, a teacher-made handbook entitled Experiences in Child Guidance, Care and Management Services - A Handbook For Guidance Counselors was distributed (see Appendix I). The handbook provided and in-depth view of the Child Care Services course. Counselors were introduced to state, county, and school information pertinent to the operation of the Child Care Services course.

Part two of the orientation session involved a preview of the recruitment package of audio-visual materials to be used with students (see Appendix J). Closure to phase one was accomplished by administering a Child Care Fact Sheet Questionnaire (see Appendix B). The audio-visual Evaluative Survey for Guidance Counselors and Prospective Child Guidance, Care and Management Services Students was also administered (see Appendix D). The purpose for use of this tool enabled the writer to gather information relative to the counselors view of the feasibility of the marketing materials to be used with students.

Phase two was initiated and completed during the second through fourth weeks of the implementation process. Scheduled guest appearances by the writer were held in the English classes of students in grades 10 through 12 (see Appendix K). These scheduled visits provided for an informative interchange and dissemination of current child care services facts (see Appendix H). Assessment of knowledge gained by students was determined by administering a fact sheet evaluation questionnaire (see Appendix B).

The third phase of the solution strategy was implemented by distributing a Child Guidance, Care, and Management Services Program brochure and flyers to students in mathematics classes grades 10 through 12 during the fifth through seventh weeks (see Appendix J). The use of these materials provided for advertisement of the Child Care Services course. In addition, students were instructed to evaluate the appeal and feasibility of the materials (see Appendix D). Closure to phase three was accomplished by scheduling lab tours for students in science classes in grades ten through twelve. The tours provided students with a "hands-on" experience in the Child Care Laboratory. The use of child care graduates and students presently enrolled afforded prospective students the opportunity of being involved with the practical aspects of the course.

Phase four of the solution strategy was initiated and completed during the eighth and ninth weeks of implementation. Through scheduled visits, a slide presentation of the Child Care Services program was introduced to all students enrolled in Home Economics classes grades 10 through 12. The use of this approach provided students with a pictorial view of all aspects of the course. Students were instructed to evaluate the presentation through the use of an audio-visual evaluative survey (see Appendix D).

Phase Five of the solution strategy was initiated and completed during weeks 10 through 12 of the implementation period. Considered as the school's registration period, this phase of the process proved vital to the solution. Using the guidance counselors and having a variety of child care services materials on display, students used the Grade Level Course Survey Sheets (see Appendix L) to register in the Child Care Services course. The use of this approach provided students with concrete evidence and confirmation of their course preference and affirmed the success of the marketing of the program.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

The results obtained reflect the projected outcomes of the four objectives of this practicum as discussed in Chapter III.

Objective one results were measured based on the number of students who chose to enroll in the child care services course. Grade Level Course Survey Sheets (see Appendix L), were distributed to 1,521 students in grades 10 through 12. The "specific objective within a period of 12 weeks, the Child Guidance, Care, and Management Services course enrollment as measured by the total calculations of student course survey sheets, will increase by 20 students" was met by 87 students who chose to enroll in the course.

Table 3 indicates the total number of students selecting the course as summarized by grade levels.

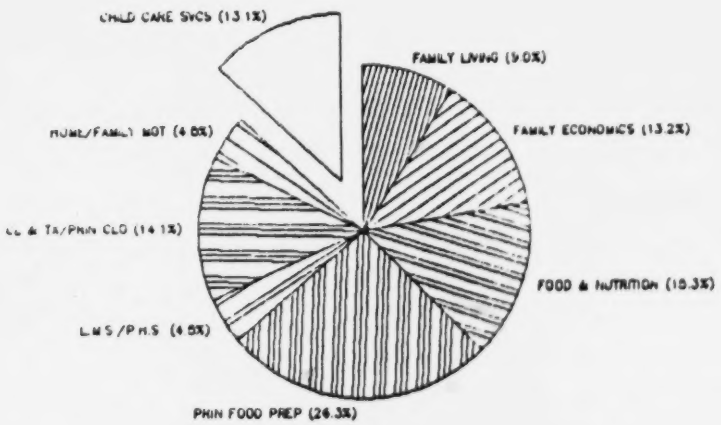
Table 3. Grade Level Course Survey Sheets Results

Course	Enrollment		
	Grade 10	Grade 11	Grade 12
12 Child Guidance, Care, and Management Services	37	41	9
Totals:	37	41	9
Combined Total:		87	

The results in Table 3 reflect an increase of 87 students selecting to enroll in the Child Care Services course which surpassed the predicted outcome of 20 students for Objective one.

Comparatively, as indicated in Figure 4, the Guidance Department presented nine course offerings in Home Economics for the school term.

Figure 4. Student Enrollment Preferences in Home Economics Courses for 1988-89 School Year.



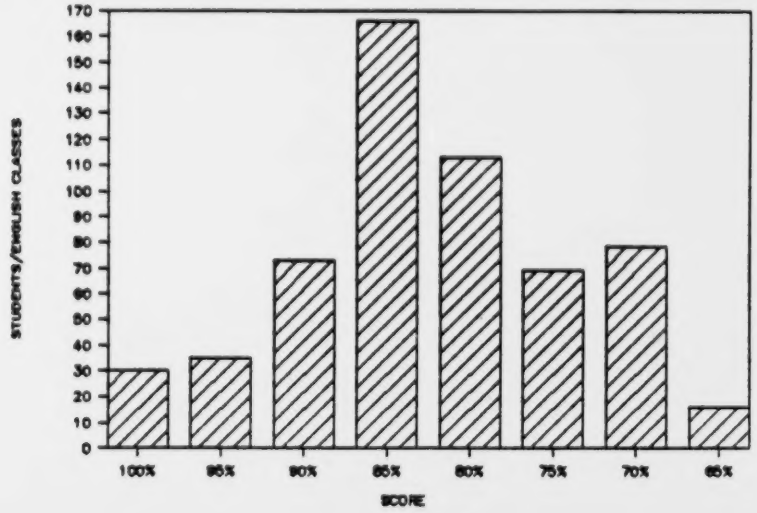
Clearly, the Child Guidance, Care, and Management Services course enrollment figures are equal to those in the remaining eight course offerings. The results in Table 3 and Figure 4 represent a 335 percent increase from the predicted 82 percent increase overall.

Objective two results were measured based on the ability of students to improve their level of knowledge of the child care services profession. Experiences in

Child Care Services - A Fact Sheet (see Appendix H), was distributed and a subsequent "What Is Your Child Guidance, Care and Management Services Quotient?" - A Questionnaire for Counselors and Students (see Appendix B), was administered to 570 students in 17 English classes. The specific objective "Within a period of twelve weeks, prospective Child Guidance, Care, and Management Services will improve their knowledge of the Child Care Services profession as measured by a score of at least 80 percent on a teacher-made questionnaire," was met by 417 of the 570 students.

As indicated in Figure 5, the students who scored 80 percent or more on the questionnaire, represent 73 percent of the total to which the questionnaire was administered. The remaining 27 percent of the students scored between 75 and 65 percent, which did not meet the writer's acceptable standard of achievement.

Figure 5. Results of "What Is Your Child Care Services Quotient?" questionnaire. (English classes)



Objective three results were measured based on the ability of guidance counselors to improve their knowledge of the Child Care Services course. As described in the problem documentation section, guidance counselors lacked sufficient knowledge of the Child Care Services course. Further indications were represented in Table 2 whereby five out of six counselors scored below the acceptable level. As a result of a comprehensive orientation session with counselors during the implementation period of the practicum, a questionnaire titled "What is Your Child Care Services Quotient" was administered to the counselors (see Appendix B).

As indicated in Table 4, the specific objective "Within a period of twelve weeks, the school's guidance counselors will increase their knowledge of the child care services course and career options available to students by a score of 90 percent on a teacher-made questionnaire" was met by the six guidance counselors.

Table 4. Results of Questionnaire Administered to Guidance Counselors - "What is Your Child Care Services Quotient?" Questionnaire

Counselor	Number of Questions	Score/%
1	10	100%
2	10	100%
3	10	100%
4	10	100%
5	10	100%
6	10	100%

The results of Table 4 indicate the scoring range of guidance counselors between 90 and 100 percent using the evaluative device.

Table 5 summarizes the manner in which the total number of guidance counselors answered each question.

Table 5. Collective Summary of Counselors Answers to "What is Child Care Services Quotient?" Questionnaire

Question #	Counselors answering correctly
1	6
2	6
3	6
4	5
5	6
6	6
7	6
8	6
9	5
10	6

The results further confirmed that all guidance counselors had gained more knowledge of the Child Care Services course through the comprehensive orientation session and the information contained in the Experiences in Child Care Services - A Handbook For Guidance Counselors.

Objective four results were measured based on the ability of guidance counselors and students to increase their knowledge of the Child Care Services course

through exposure to a variety of audio-visual materials including a packet of six child care flyers, one brochure, and a slide presentation (see Appendix J).

An Audio-Visual Evaluative Survey for Guidance Counselors and Prospective Child Guidance, Care, and Management Services students (see Appendix D) was administered to: 6 guidance counselors, 511 students in 14 mathematics classes who previewed flyers and brochures, and 440 students in 14 Home Economics classes who previewed the slide presentation.

The purpose of this device was to ascertain the feasibility of a variety of public relations tools. The specific objective, "Within a period of twelve weeks, guidance counselors, and students will increase their knowledge of the Child Care Services course by answering three out of five questions positively on a teacher-made evaluation form" was met.

Table 6 summarizes the total percentage of 511 students and six guidance counselors favorably accepting the Child Care Services program brochure and flyers.

Table 6. Audio-Visual Evaluative Survey Results (Flyers and Brochures)

Item	Student Responses Agree	Disagree	%	Counselor Responses Agree	Disagree	%
1	511	0	100	6	0	100
2	511	0	100	6	0	100

Table Continued

Table 6. Audio-Visual Evaluative Survey Results (Flyers and Brochures)

Item	Student Responses Agree	Disagree	%	Counselor Responses Agree	Disagree	%
3	417	94	19	5	1	17
4	511	0	100	6	0	100
5	440	0	100	6	0	100

Results from Table 6 further indicate that 19 percent of the students and one guidance counselor responding to question three, disagreed with the manner in which the brochure and flyers were presented. However, the unfavorable percentage of students and counselor who disagreed, did not affect the predicted outcome of the objective.

Table 7 further substantiated the realization of having met the predicted outcome of Objective four.

Table 7. Audio-Visual Evaluative Survey Results (Slide Presentation)

Item	Student Responses Agree	Disagree	%	Counselor Responses Agree	Disagree	%
1	440	0	100	6	0	100
2	440	0	100	6	0	100
3	440	0	100	6	0	100
4	440	0	100	6	0	100
5	440	0	100	6	0	100

The results of Table 7 indicate that 100 percent of 445 students and 6 guidance counselors answered favorably to the 5 questions presented on the evaluative survey form.

Conclusions

The first objective addressed increasing student enrollment in the Child Guidance, Care, and Management Services course. As presented in the previous section, this objective was met with overwhelming results. This goal was accomplished through the use of a variety of recruitment marketing strategies. At the time of student registration, the use of guidance counselors, posters, flyers, and the brochure proved useful in reinforcing the importance of the advantages of registering into the course.

Geiger and Torge (1977) suggested that total involvement of all causes of declining enrollment would be valuable in solving the problem. This suggestion proved useful in that guidance counselors and students were recepients of a variety of informational child care services materials. Their knowledge levels increased tremendously as a result, and a positive view of the program was realized as evidenced by the increase in student enrollment. The use of a video as described in the proposal was omitted due to preparation time.

Two unexpected outcomes occurred as a result of the registration portion of the practicum. First, the guidance counselors and students became very interested in the many marketing materials presented. Constant requests for more flyers and brochures were ever present. Second, the school's switchboard was inundated with calls from parents requesting information relative to the course. As a result, verbal invitations to visit the Child Care Services Laboratory were given. Many parents took advantage.

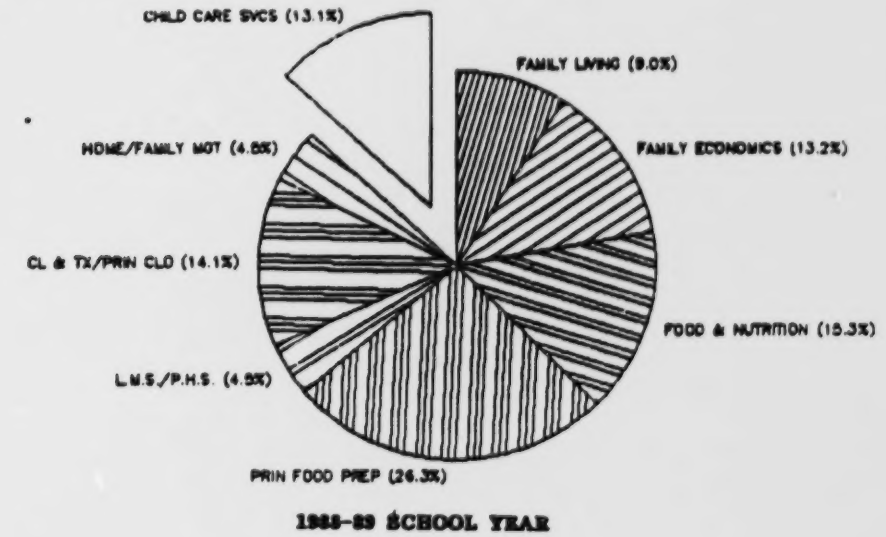
The second objective, addressed the increase in student knowledge of the Child Care Services course. the results of this objective exceeded the expected outcome. Guest appearances in scheduled classes provided students with concise facts relative to choosing child care services as a career, the course itself as well as a fact sheet to answer additional questions.

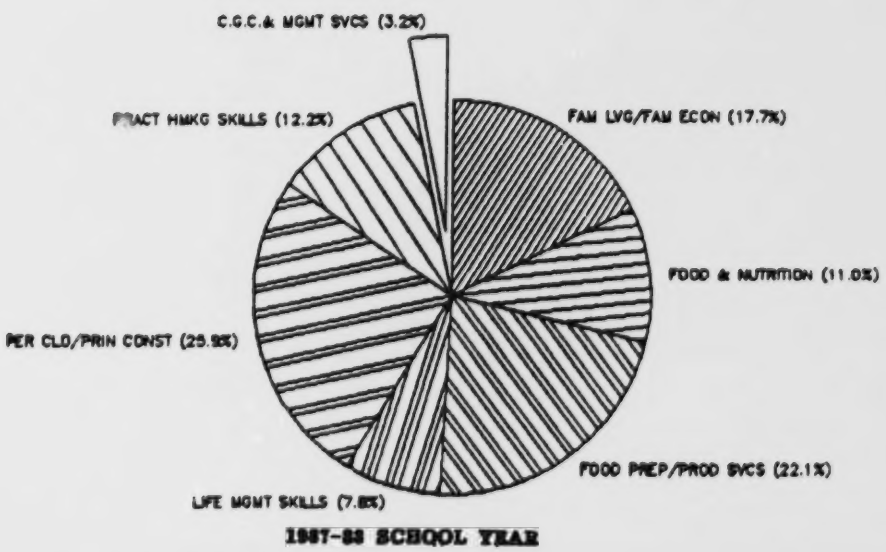
The results substantiate Lewis et al. (1983) contentions that a variety of printed materials explaining the course to prospective students would be of enormous value.

Clearly, the success of the objective was warranted by use of this approach in that student response to the materials used were positive. Further confirmation is evident as indicated in Figure 6, where a comparison

of student enrollment in the Child Guidance, Care and Management Services course is shown for the pre- and post-implementation periods.

Figure 6. Comparative Analysis of Student Preferences in Home Economics Courses for Pre and Post-Implementation Periods.





In comparison, as a result of the practicum implementation, course enrollment increased from 11 students in the 1987-88 school year to 87 in the 1988-89 school year.

Exciting to the writer, an interesting unexpected outcome occurred as a result of the scheduled guest appearances to classes. On several occasions, discussions with students extended far beyond the scheduled time. Many questions and interesting comments from students were predominant. The writer observed that the interest level in the majority of classes visted was high and of a positive nature. While program brochures and flyers were not a part of this objective, constant requests for these materials were ever present.

The third objective addressed the increase of knowledge and understanding by guidance counselors in the field of child care services and the course offered. The results of this objective were met with tremendous success. As indicated in the problem documentation, one of the major causes of the problem of declining enrollment was the lack of knowledge in the field of child care services by guidance counselors. Clearly, student advisement toward selecting the course was inadequately done.

Indications from Rehberg and Hotchkiss (1979) support the aforementioned observation and further described a lack of a systematic approach by guidance

counselors in their counseling of students toward course selections. While the authors six-phase systematic approach was not used in the implementation, the writer used ideas suggested by the author, which involved designing a comprehensive knowledge base in child care services for guidance counselors. The comprehensive in-service workshops, which were highly individualized, provided guidance counselors with a wide range of child care services information.

The development and use of the Experiences In Child Care Services - A Handbook For Guidance Counselors proved to be a valuable tool for orientation and continued reinforcement of the course. Discussions using this device, during the counselors in-service activities and throughout the implementation process very invaluable.

While the handbook's purpose was that of serving as resource for counselors, a major unexpected outcome of this objective was the enthusiasm to which the handbook was received and used. Constant use of the handbook was evident. The writer observed increased communication between counselors and students involving the dispensation of clear and concise information relative to the Child Care Services course.

The fourth objective addressed the increase of knowledge of the Child Care Services course by both guidance counselors and students through a variety of

audio-visual as well as printed materials. In order that this acquisition of knowledge be substantiated, students and guidance counselors were asked to evaluate the audio-visual materials with regard to feasibility. The results of this objective were met with overwhelming success.

Lewis et al. (1983) suggested that an increase in student enrollment could be linked to providing a variety of printed materials explaining the course to prospective students. The use of this suggestion proved to be invaluable to the implementation process.

The distribution of a child care services brochure and flyers to students were well received. The slide presentation and tape cassette were of enormous value. The aforementioned materials served as visual explanations for the course.

Hartley et al. (1979) suggested a "hands-on" approach to providing experiences in orientation to the Child Care Services course. Through the use of laboratory tours, the students were able to see the program in action.

In summary, this practicum demonstrated that the development of a recruitment marketing program provided a cohesiveness in the school's program. Clearly, the interrelatedness of the literature was useful in formulating the strategies and for implementation. the overwhelming success of the implementation can be

attributed to the two major causes of the problem, which were a lack of knowledge in the Child Care Services course by counselors and students, and the lack of the availability of audio-visual and printed materials.

Guidance counselors and students had limited knowledge and understanding of the child care services field and the course offered. The implementation process involved a systematic approach which addressed the needs of both audiences. Prior to the use of the recruitment marketing strategy, the program's needs had not been addressed. The enthusiasm exhibited by the counselors and students to all aspects of the process can only serve to justify the selected solution.

As indicated by Rehberg and Hotchkiss (1979), the establishment of student needs, identifying methods and processes, planning, implementing, evaluating and re-evaluating, are crucial to the success of student advisement for vocational courses. The recruitment and marketing of the program met with outstanding results.

Recommendations

Based on the results of the successful implementation of this practicum, the writer recommends the following:

1. Schools with Child Guidance, Care, and Management Services programs should provide guidance

counselor in-service activities designed to acquaint counselors with child care services information indicative of the course offered.

2. Develop a variety of visual presentations and disseminate prior to student registration.

3. Offer opportunities for students to experience practical activities in a child care laboratory setting.

4. Organize a cadre of child care center directors and program graduates to serve as resource people during the recruitment process.

5. Provide for student consultation with guidance counselors as it relates to the child care services profession and the course offered on an on-going basis.

6. Develop a sound recruitment marketing plan conducive to the school's setting.

Dissemination

Plans for dissemination and networking include sharing the results of this practicum with the curriculum supervisor of Home Economics in the writer's local school district, as well as the five surrounding counties. Further plans include presenting a brief overview of the practicum results to the Vocational Home Economics Curriculum Advisory Council, composed of local child day care center directors, day care licensing officials, and school district teachers of child care services.

An overview of the practicum results will be presented in the summer edition of Home Economics Teachers Newsletter. Additional plans have been made to present the recruitment marketing portion of the practicum to the vocational Home Economics teachers who attend the annual pre-school workshop in the fall of the new school term.

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APPENDIX A

GRADE LEVEL COURSE SURVEY SHEETS

SCHOOL YEAR 1987-88

10th GRADE COURSE SURVEY SHEET (1987-88)

STUDENT #_____ NAME_____
LAST FIRST MIDDLE

PHONE NO._____

Students must have 5 credits by September to be promoted to 10th grade. You must pass the SSAT and II

Select seven classes; four should be from the required subjects. An asterisk (*) indicates a teacher's signature is needed.

REQUIREMENTS

*LANGUAGE ARTS

____5071 Eng Sk II
____5075 Eng II
____5114 Eng II Hns
____5124 Func Basic Sk in Comm I
____5136 Func Basic Sk in Comm II
____5130/6889 Func Basic Sk in Read & Writ

*SCIENCE

____1310 Fund of Biol
____1314 Biol I
____1309 Biol I Hns
____ _____

*SOCIAL STUDIES

____0409 Intro to World History
____0414 World History
____0415 Adv World History
____ _____

*MATHEMATICS

____2203 Basic Sk in Math
____2204 Fund Math
____2213 Gen Math I
____2214 Gen Math II
____2212 Gen Math III
____2285 Consumer Math
____2210 Pre-Alg
____2215 Alg I
____2208 Alg I Hns
____2296 Informal Geom
____2218 Geom
____2294 Geom Hns
____2265 Liberal Arts Math
____2216 Alg II
____2209 Alg II Hns
____2225 Integrated Math
____2219 Trig/2295 Anly Geom
____2240 Computer Appl in Math

ELECTIVES

*AIR FORCE JROTC

____3478 Aerospace Science I
____3479 Aerospace Science II
____3490 Adv Aerospace Science

ART

____6627 3-D Art/6742 Fabrics/Fibers
____6657 Drawing and Painting I
____6758 Drawing and Painting II

COMPUTER EDUCATION

____1506 Intro to Cmp/3800 Intro to Drama
____1507 Cmp Appl I/1517 Cmp Appl II
____1508 Computer Prog I
____1516 Computer Prog II
____1514 Cmp Prog Basic I/1515 Cmp Prog Basic II

DIVERSIFIED OCCUPATIONS

____8614 Work Experience Related
____8615 Work Experience Related II
____8616 Work Experience On-The-Job
*The 2 hr OJT program is pending Board approval

HOME ECONOMICS

____2602 Life Mgmt Skills/2603 Pract Homemaking
____2651 Food and Nutr/2685 Prin of Food Prep
____2631 Cloth & Textiles/2747 Prin of Cloth
____2671 Family Economics/2618
____2711 Child Guidance and Care Services I
____2616/2617 Child Guid and Care Svcs II & III

HEALTH SERVICE OCCUPATIONS

____3111 Principles of Wellness

BUSINESS AND OFFICE

____7731 Pract Keybd Sk/7733 Pract Cmp Sk
____7641 Accounting I
____7671 Business Computer Applications
____7663 Typewriting I/Fundamentals
____7661 Typewriting II
____7665 Office Procedures
____7681 Shorthand I
____7730 Practical Business Skills

INDUSTRIAL/VOCATIONAL

____9265 Intro to Materials and Proc
____9266 Intermediate Materials and Proc
____9268 Intro to Construction
____9133/9134/9135 Brk & Blk Lay 1,2,3 (3 hr
____9313/9314 Bldg Maintenance 1,2 (2 hrs)
____9310 Intro to Electronics
____9311 Intermediate Electronics
____9322/9323 Basic Electronics (2 hrs)
____9013/9014 Basic Air Cond & Refrigeration
____9033/9034/9035 Basic Auto Body Rep (3 hr
____9043/9044 Basic Auto Mechanics
____9189 Intro to Graphic Arts
____9190 Intermediate Graphic Arts
____9753/9754 Printing 1,2
____9260 Intro to Drafting
____9261 Intermediate Drafting
____9183/9184 Basic Commercial Art (2 hrs)
____9193/9194/9195 Commercial Foods 1,2,3
____3673 Ornamental Horticulture
____3666/3667 Turf Operations 1,2 (2 hrs)
____3741/3742 Landscape Oper 1,2 (2 hrs)

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11th GRADE COURSE SURVEY SHEET 1987-88

STUDENT # _____ NAME _____
LAST FIRST MIDDLE

PHONE NO. _____

Select seven classes; four should be from the required subject. An asterisk (*) indicates a teacher's signature is needed.

REQUIREMENTS

*LANGUAGE ARTS

____5072 English Sk III
____5076 English III
____5115 English III Hns
____5125 AP English Lang & Composition
____5127 AP English Lit & Composition
____5124 Func Basic Skills in Comm I
____5136 Func Basic Skills in Comm II
____5130/6889 Func Basic Skills in Read & Writ
___ _____

*MATHEMATICS

____2202 Applying Basic Sk in Math
____2204 Fund Math
____2213 Gen Math I
____2214 Gen Math II
____2212 Gen Math III
____2285 Consumer Math
____2210 Pre-Alg
____2215 Alg I
____2208 Alg I Hns
____2296 Informal Geom
____2218 Geom
____2294 Geom Hns
____2265 Liberal Arts Math
____2216 Alg II
____2209 Alg II Hns
____2225 Integrated Math
____2219 Trig/2295 Anly Geom
____2240 Computer Appl in Math
____2298 AP Calculus
____2283 Business Math

*SCIENCE

____1315 Biology II Hns
____1371 Anatomy and Physiology
____1370 Anatomy and Physiology Hns
____1385 Fund of Chemistry
____1316 Chemistry
____1383 Chemistry I Hns
____1317 Chemistry II Hns
____1318 Physics I
____1307 Physics I Hns
____1319 Physics II Hns
____1387/1388 Sci Research I and II Hns
____1368 Oceanography
____1367 Marine Biology Hns
____1308 Fundamentals of Physical Scien.
____1348 Physical Science
____1355 Physical Science Honors
____1366 Zoology Hns
____1321 A.P. Biology I
____1325 AP Chemistry

*SOCIAL STUDIES

____0416 Intro to American History
____0417 American History
____0431 American History
____0422 AP American History
___ _____

ELECTIVES

AIR FORCE JROTC

____3479 Aerospace Science II
____3480 Aerospace Science III
____3490 Adv Aerospace Science

ART

____6627 3-D Art/6742 Fabrics/Fibers
____6657 Drawing and Painting I
____6658 Drawing and Painting II
____6617 Drawing II/6622 Painting II

COMPUTER EDUCATION

____1506 Intro to Computers/3800 Intro to Drama
____1507 Computer Appl I/1517 Computer Appl II
____1508 Computer Prog I
____1516 Computer Prog II
____1514 Cmp Prog Basic I/1515 Cmp Prog Basic II

HEALTH SERVICE OCCUPATIONS

____3111 Principles of Wellness
____3037/3038/3039 Hlth Service Occup I, II, III

BUSINESS AND OFFICE

____7731 Pract Keybd Sk/7733 Pract Cmp
____7641 Accounting I
____7642 Accounting II
____7671 Business Computer Applications
____7663 Typewriting I/Fundamentals
____7661 Typewriting II
____7665 Office Procedures
____7681 Shorthand I
____7730 Practical Business Sk
____7672 Business Computer Prog I

DIVERSIFIED OCCUPATIONS

____8611 DCT Related Instruction I
____8613 DCT Training on the Job
*The 2 hours on the job program is pending board approval.

HOME ECONOMICS

____2651 Food & Nutr/2685 Prin Food Pre
____2631 Cloth & Text/2747 Prin of Clot
____2671 Fmly Econ/2618 Fmly Liv & Pare
____2711 Child Guid & Care Services I
____2716/2717 Child Guid & Care II, III

(TURN OVER)

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12th GRADE COURSE SURVEY SHEET 1987-88

STUDENT #_____ NAME_____
LAST FIRST MIDDLE

PHONE NO._____

Directions: Select seven classes; four should be from the required subjects. An asterisk (*) indicates a teacher's signature is needed.

REQUIREMENTS

*LANGUAGE ARTS

____5073 English IV Sk
____5077 English IV
____5116 English IV Hns
____5125 AP English Lang & Comp
____5127 AP English Lit & Comp
____5124 Func Basic SK in Comp I
____5136 Func Basic Sk in Comp I
____5130/6889 Func Basic Sk in Read/Wr

SOCIAL STUDIES

____0439 Intro to Am Govt/0473 Intro to Econ
____0477 Econ/0446 Am Govt
____0486 Adv Econ/0447 Adv Am Govt
____ _____

ELECTIVES

AIR FORCE JROTC

____3479 Aerospace Science II
____3480 Aerospace Science III
____3481 Aerospace Science IV
____3490 Adv Aerospace Science

ART

____6627 3-D/6742 Fabrics/Fibers
____6657 Drawing and Painting I
____6658 Drawing and Painting II
____6617 Drawing II/6622 Painting II

BUSINESS AND OFFICE

____7731 Pract Keyboarding Sk/7733 Pract Cmp Sk
____7641 Accounting I
____7642 Accounting II
____7671 Business Computer Applications
____7663 Typewriting I/Fundamentals
____7661 Typewriting II
____7665 Office Procedures
____7681 Shorthand I
____7730 Practical Business Skills
____7672 Business Computer Prog I
____7667 Business Cooperative Education (Related) (CBE)
____7690 Business Cooperative Education (OJT) (CBE)
*2 hour block for OJT has not been board approved at this time

COMPUTER EDUCATION

____1506 Intro to Cmp/3800 Intro to Drama
____1507 Cmp Appl I/1517 Cmp Appl II
____1508 Computer Prog I
____1516 Computer Prog II
____1514 Cmp Prog Basic I/1515 Cmp Prog Basic II

DIVERSIFIED OCCUPATIONS

____8611 DCT Related Instruction I
____8617 DCT Related Instruction II
____8613 DCT Training on the Job
*The 2 hour on the Job program is pending board approval

HEALTH SERVICE OCCUPATIONS

____3111 Principles of Wellness
____3037/3038/3039 Hlth Serv Occ I II I

HOME ECONOMICS

____2651 Food and Nutr/2685 Prin of Foo Preparation
____2631 Cloth & Text/2747 Prin of Clot
____2671 Family Econ/2618 Family Livin; Parenting
____2716/2717 Child Guid and Care II I

INDUSTRIAL EDUCATION

____9265 Intro to Materials
____9266 Intermediate Materials
____9267 Materials and Process Ind Stuc
____9268 Intro to Construction
____9269 Intermediate Construction
____9133/9134/9135 Brk & Blk laying 1,
____9136/9137/9138 Brk & Blk laying 4,
____9313/9314 Build Maintenance 1,2
____9315/9316 Build Maintenance 3,4
____9317/9318 Build Maint 5,6
____9310 Intro to Electronics
____9311 Intermediate Electronics
____9322/9323 Basic Electronics 1,2
____9324/9325 Basic Electronics 3,4
____9013/9014 Basic Air Conditioning 1,
____9015/9016 Basic Air Conditioning 3,
____9033/9034/9035 Basic Auto Body 1,2,
____9036/9037/9038 Basic Auto Body 4,5,
____9043/9044 Basic Auto Mechanics 1,2
____9045/9046 Auto Mechanics 3,4

INDUSTRIAL/VOCATIONAL

____9189 Intro to Graphics
____9190 Intermediate Graphics
____9191 Graphics Arts - Industrial St
____9753/9754 Printing 1,2
____9755/9756 Printing 3,4
____9757/9758 Printing 5,6
____9260 Intro to Drafting
____9261 Intermediate Drafting
____9262 Drafting - Individual Study
____9183/9184 Basic Commercial Art 1,2
____9185/9186 Basic Commercial Art 3,4

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APPENDIX B

WHAT IS YOUR CHILD CARE SERVICES QUOTIENT?

A QUESTIONNAIRE FOR COUNSELORS AND STUDENTS

WHAT IS YOUR CHILD CARE SERVICES QUOTIENT?
A QUESTIONNAIRE FOR COUNSELORS AND STUDENTS

Directions: Circle the correct answer. Add your score as described below to determine your knowledge in the field of Child Care Services.

1. The average annual salary for a child care worker is

   a. 9,200
   b. 6,800
   c. 12,300
   d. 15,000

2. Locally all child care workers must have:

   a. a high school diploma or near completion
   b. a child care services certificate
   c. a CDA credential
   d. experience working with children

3. Within the past decade there has been nationwide:

   a. an increase in the number of child care workers entering the work place.
   b. a decrease in the number of child care workers leaving the profession.
   c. a shift in various child care worker positions.
   d. an insufficient amount of qualified workers.

4. Tbe child care workers duties include:

   a. administrative responsibilities
   b. observing young children
   c. organizing a variety of educational activities for children
   d. all of the above

5. The child care lab on-campus provides educational experiences for

   a. infants
   b. toddlers and rompers
   c. kindergarteners
   d. all of the above

6. The child care services program prepares students for

   a. day care worker positions
   b. ownership and management of a day care program
   c. teacher aide positions
   d. all of the above

7. Child care workers are classified as:

   a. professionals
   b. semi-professionals
   c. skilled workers
   d. baby sitters

8. The demand for child care workers has increased because:

   a. mothers of young children have entered to work force in unprecedented numbers
   b. more children were born between 1980 and 1985 than in past years
   c. child care is not valued in our society
   d. the number of child care centers have doubled between and 1985

9. The most critical factor in child care services is

   a. shortage of caregivers
   b. devalued labor
   c. the lack of professional status
   d. none of the above

10. Advantages of a child care career include:

   a. a variety of job opportunities and responsibility
   b. excellent pay
   c. regular working hours
   d. all of the above

APPENDIX C

CHILD GUIDANCE, CARE AND MANAGEMENT SERVICES

ENROLLMENT QUESTIONNAIRE FOR CURRICULUM SUPERVISORS

CHILD GUIDANCE, CARE AND MANAGEMENT SERVICES
ENROLLMENT QUESTIONNAIRE
FOR CURRICULUM SUPERVISORS

1. Has there been a decline in students selecting the Child Guidance Care and Management Services course in your county? (check one)

_____ YES _____ NO

2. If there was a decline, in your opinion what were the reasons for students not selecting the Child Care Services course?

a. _____

b. _____

c. _____

3. List the number of programs terminated as a result of declining enrollment during the following school terms:

1985-86	1986-87	1987-88
_____	_____	_____

4. Indicate the total number of secondary home economics child care courses offered in your county during the following school terms.

1985-86	1986-87	1987-88
_____	_____	_____

5. Indicate the total number of students enrolled in the Secondary Home Economics Child Care Services courses during the following school terms.

1985-86	1986-87	1987-88
_____	_____	_____

6. Is career guidance available for prospective child care services students. (Check One)

_____ YES _____ NO

7. Describe the methods used in your county to encourage students

to select the child care services course.

a. _____

_____

b. _____

_____

c. _____

_____

Additional suggested resources

_____

_____

_____

_____

_____

_____

NAME_____

COUNTY_____

Thank you.

ADDENDUM

Judy Lacy Wilson

301 Northeast 41st Street
Pompano Beach, Florida 33064
(305) 946-1081

January 19, 1988

Dear

I am Judy Lacy Wilson, Child Care Services Instructor at the Child Guidance, Care and Management Services Training Lab in a large high school near your county. To satisfactorily complete my doctoral studies at Nova University, I have been assigned the tasks of developing and implementing two practicum experiences.

Presently, I am doing preliminary work on my first practicum, which addresses declining enrollment in child care services classes. The curriculum supervisor in my district suggested that I contact you, as your input would be helpful in several ways. Since you also supervise home economics programs in your district, I would sincerely appreciate your completing the enclosed questionnaire and survey form and returning it to me as soon as possible.

If you are aware of any literature that might serve as a resource, please feel free to list the author, and name of publication at the bottom of the questionnaire.

I will make a follow-up telephone interview call to you on _____ (DATE) _____ (TIME).

Thank you for your cooperation.

Sincerely,

Judy Lacy Wilson

JLW/mdt

Encl: 1

APPENDIX D

AUDIO-VISUAL EVALUATIVE SURVEY FOR GUIDANCE COUNSELORS AND PROSPECTIVE CHILD GUIDANCE, CARE AND MANAGEMENT SERVICES STUDENTS

AUDIO/VISUAL EVALUATIVE SURVEY
for
GUIDANCE COUNSELORS AND PROSPECTIVE CHILD GUIDANCE, CARE AND MANAGEMENT SERVICES STUDENTS

DIRECTIONS: Please check (✓) the appropriate answer which best describes your opinion of the audio/visual material presented.

1. Audio/visual material(s) appropriate for subject matter.

   _____ AGREE _____ DISAGREE

2. Audio/visual material(s) effectively presented.

   _____ AGREE _____ DISAGREE

3. Audio/visual material(s) presentations was clear and concise.

   _____ AGREE _____ DISAGREE

4. Audio/visual material(s) were sufficient in the amount of course information presented.

   _____ AGREE _____ DISAGREE

5. Audio/visual material(s) presented will influence the course selection process.

   _____ AGREE _____ DISAGREE

APPENDIX E

EXPERIENCES IN CHILD CARE SERVICES

A WEEKLY LOG

EXPERIENCES IN CHILD CARE SERVICES
- A WEEKLY LOG

EVENT_____PHASE_____WEEK_____

SUCCESSFUL METHODS:

UNSUCCESSFUL METHODS:

GUIDANCE COUNSELOR CONCERNS:

STUDENT CONCERNS:

APPENDIX F

PHASE ONE -- INTRODUCTORY CORRESPONCENCE

TO GUIDANCE COUNSELORS

Judy Lacy Wilson

301 Northeast 41st Street
Pompano Beach, Florida 33064
(305) 946-1081

Dear Fellow Educator:

In a continued effort to satisfactorily complete the requirements for the Doctoral Prgam at Nova University, several months ago, you so responsively completed a questionnaire entitled, "What Is Your Child Care Services I.Q.?" The statistics revealed that there was a definite need for more information to be provided as it relates to your student advisement efforts.

Presently, we are experiencing a decline in the number of students choosing to enroll in the Child Guidance, Care and Management Services course. An extensive program has been designed for use by the Child Guidance, Care and Management Services course instructor and the Guidance Department.

Below listed is an in-service activity which will require your presence.

NAME OF WORKSHOP:

DATE:

TIME:

PLACE:

I look forward to your involvement in this endeavor. Thank you.

Sincerely,

Judy Lacy Wilson
Child Guidance, Care and Management
Services Instructor

JLW/mdt

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APPENDIX G

AGENDA FOR A WORKSHOP FOR ORIENTATION OF THE CHILD GUIDANCE, CARE AND MANAGEMENT SERVICES COURSE TO GUIDANCE COUNSELORS

A WORKSHOP FOR ORIENTATION OF THE CHILD GUIDANCE, CARE AND MANAGEMENT SERVICES COURSE TO GUIDANCE COUNSELORS

AGENDA

ORIENTATION SESSION - PART I

INTRODUCTIONS

I. Open Discussion
   A. Purpose of meeting

   B. Review of initial results of Child Care I.Q. Questionnaire

   C. Overview of Child Guidance, Care and Management Services Program Using: Experiences In Child Guidance, Care and Management Services
      - A **Fact Sheet** and
      - A **Counselor's Handbook**

   D. Questions and Answers

BREAK

ORIENTATION SESSION - PART II

II. Presentations
   E. A preview of Experiences In Child Guidance, Care and Management Services
      - A Recruitment Package
        . brochures, fivers, posters, and scrapbook
        . slide presentation
        . tape cassette

   F. Questions and Answers

   G. Administer Child Care Fact Sheet Questionnaire and In-service Evaluation Questionnaire of recruitment program materials

   H. Remarks

APPENDIX H

PHASE TWO -- EXPERIENCES IN CHILD GUIDANCE,

CARE AND MANAGEMENT SERVICES

A FACT SHEET

Experiences In Child Guidance, Care and Management Services

A FACT SHEET

CHILD CARE CENTERS

When Child Care Services are offered to a group of children in one location, it is called a Child Care Center; a place where children are cared for.

The number of Child Care Centers has rapidly increased locally as well as nationwide. Some factors contributing to this increase include:

- society's change in attitude with regard to the role and function of women,
- more women joining the work force, and
- the need for families to place their children between ages two and four years in a socialized informal educational setting.

While there are many child care programs in operation; there still remains a shortage of centers and trained workers to provide quality care for the children enrolled. Child care centers offer protective care and a variety of educational activities to meet the child's physical, social, emotional, and intellectual needs. Child care programs usually operate from ten to twelve hours daily.

CHILD CARE WORKERS

The child care profession evolved in the 19th century as a result of increased specialization by men and women in the work force choosing careers based on their interest, gender and ability. By specializing in areas of societal needs human service professions such as child

care workers came into existence.

Personal Qualities of a Child Care Worker include:

- being alert
- cooperative
- dependent
- pleasant
- flexible
- patient
- punctual
- resourceful
- tolerant
- well groomed and
- sensitive to others

The **duties and responsibilities** of a Child Care Worker include

- being knowledgeable of local and state child care standards, policies and regulations;
- demonstrates personal use of and guides children in desirable health and safety practices:
- helps guide the growth and development of children by planning a variety of learning experiences and activities;
- help plans, prepare and supervise ssimple meals and snacks for children;
- help children with daily coutines such as toileting, washing and putting personal belongings away, etc.;
- follows a regularly assigned schedule of responsibilities such as guiding and directing: rest periods, indoor/ outdoor play, manipulative activities, musical activities, art and science activities as well as field trips;
- participating effectively as a member of a child care team.

QUALIFICATIONS AND EARNINGS

Entry level child care positions require qualifications ranging from a high school diploma, vocational child care services certificate to two years of college.

The average entry level salary for a child care worker is $9,200. The median salary range is $6,800 to $12,000; the top salary is $15,600.

CHILD CARE LABORATORY

The child care laboratory is a self-contained building located in the northwest sector of the campus. The main purpose of the lab is to teach students how to work with young children. Under the supervision of a professional teacher, students plan and guide children's learning. There are thirty (30) children (ages 2-4 years) enrolled in the lab school. Students gain knowledge in the theoretical and practical aspects of working with young children.

Upon completion of the Child Care Services course, students are awarded a "Child Care Services Certificate." Assistance with employment in local care centers is provided.

APPENDIX I

EXPERIENCES IN CHILD GUIDANCE, CARE AND MANAGEMENT SERVICES -- A HANDBOOK FOR GUIDANCE COUNSELORS

EXPERIENCES IN CHILD CARE SERVICES - A HANDBOOK FOR GUIDANCE COUNSELORS

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APPENDIX J

EXPERIENCES IN CHILD GUIDANCE, CARE AND MANAGEMENT SERVICES -- CHILD CARE SERVICES (BROCHURE AND FLYERS)

Experiences In Child Care Services

"A Lasting Career"

Child Guidance, Care and Management Services Curriculum

BRIEF COURSE DESCRIPTION OF THE CHILD CARE SERVICES CERTIFICATE PROGRAM

The Child Guidance, Care and Management Services Training Program is specifically designed for the secondary student who would like to pursue a career in Child Care.

Child Care students are taught a wide range of skills which include the theory involved in working with children, as well as daily practice in a laboratory setting with children ranging in age from two to five years.

The Child Care Student would have such duties as:

- Supervising large and small groups of children.
- Daily planning and scheduling of children's activities.
- Assisting with preparation and serving of meals.
- A variety of housekeeping tasks.
- Supervision of outdoor play time.
- Operating audio-visual equipment.
- Organizing and maintaining children's records under the careful guidance and supervision of an instructor.

INTEGRATED DISCIPLINES TAUGHT IN THE CHILD CARE SERVICES PROGRAM:

- **CHILD GROWTH & DEVELOPMENT**
- **LANGUAGE DEVELOPMENT**
- **MATH FOR THE PRE-SCHOOL CHILD**
- **PRE-SCHOOL ART**
- **PRE-SCHOOL MUSIC**
- **SCIENCE/SOCIAL STUDIES FOR THE PRE-SCHOOL CHILD**
- **PRE-SCHOOL HEALTH AND SAFETY**

ADDITIONAL INSTRUCTION IN SUCH TOPICS AS:

- Various laws regulating Child Care Centers
- Employability skills and job placement
- Ownership and management of a child care center

PROGRAM LENGTH AND HOURS

The Child Guidance, Care and Management Services Training Program is 640 hours in length, with two hour blocks of instruction daily, Monday through Friday.

ENTRANCE REQUIREMENTS

- at least a sophomore (Grade 10)
- observation of the program and interview
- tuberculin skin test
- physical examination
- notarized form regarding child abuse
- desire to be employed as a child care worker

The talk of the town!

IS THE

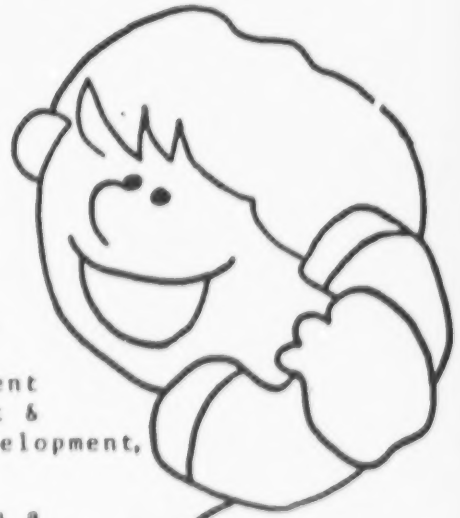
CHILD CARE SERVICES TRAINING LAB

AT :

REGISTER NOW FOR COURSES IN ....

-Employability Skills-Child Care Programs-Guidance and Discipline
-Pre-School Mathematics-Pre-School Language Development
-Pre-School Social Studies and Science-Pre-School Art & Music-First Aid-Health, Safety & Nutrition-Child Development, Guidance and Discipline/Child Abuse.

Upon completion of these courses you will have earn a certificate in Child Guidance, Care and Management Services, which would afford you the opportunity to work with children as well as own and operate your own CHILD CARE CENTER !
FOR MORE INFORMATION PLEASE CONTACT:



For a GOOD YEAR

IN

CHILD CARE SERVICES .....

WORKING WITH CHILDREN

LEARNING ABOUT YOUNG CHILDREN AS THEY GROW AND DEVELOP

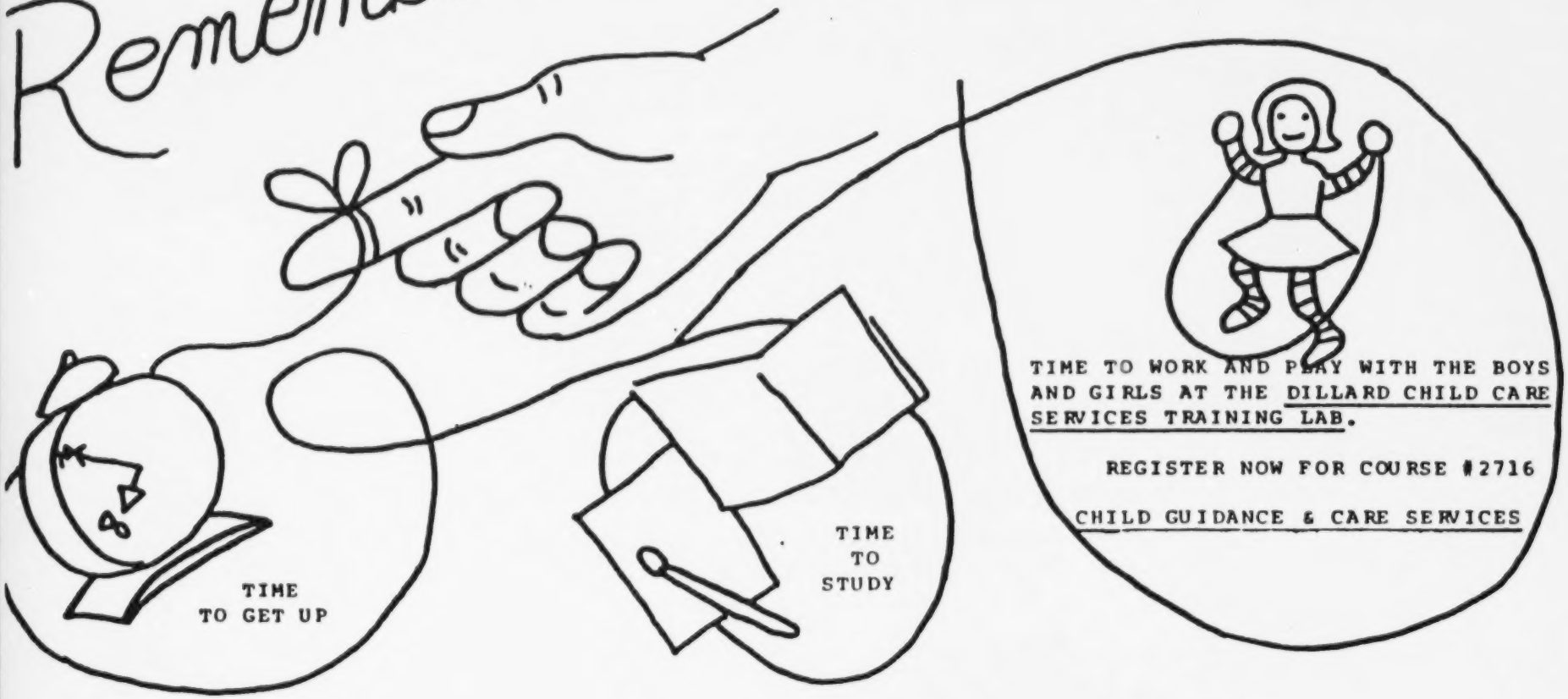
MAKING TEACHING MATERIALS

97

98

REGISTER NOW FOR: CHILD GUIDANCE AND CARE SERVICES !!!!!

Remember in AUGUST

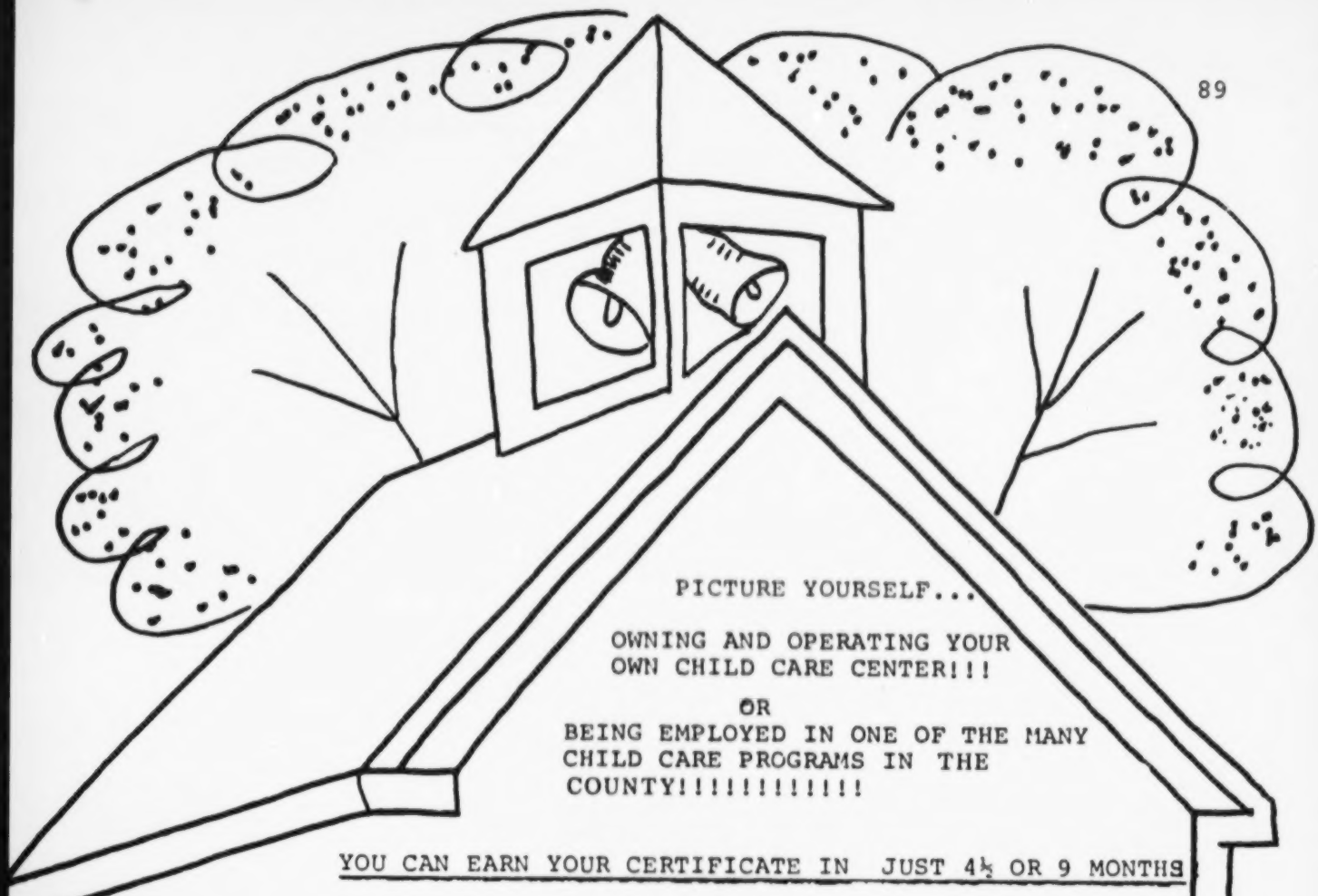

TIME
TO GET UP
TIME
TO
STUDY
TIME TO WORK AND PLAY WITH THE BOYS AND GIRLS AT THE DILLARD CHILD CARE SERVICES TRAINING LAB.
REGISTER NOW FOR COURSE #2716
CHILD GUIDANCE & CARE SERVICES

THE CHILD CARE SERVICES TRAINING LAB

INVITES YOU TO JOIN US IN A LASTING EXPERIENCE.....

REGISTER NOW ..... FOR THE EXPERIENCE OF A LIFETIME.

CHILD GUIDANCE & CARE SERVICES



PICTURE YOURSELF...

OWNING AND OPERATING YOUR
OWN CHILD CARE CENTER!!!

OR

BEING EMPLOYED IN ONE OF THE MANY
CHILD CARE PROGRAMS IN THE
COUNTY!!!!!!!!!!!!

YOU CAN EARN YOUR CERTIFICATE IN JUST 4½ OR 9 MONTHS

W H E R E ?????

CHILD CARE SERVICES TRAINING LAB

GAIN THEORY AND PRACTICE IN:

Employability Skills . Child Growth & Development . Guidance & Discipline/Child Abuse . Pre-School Mathematics . Pre-School Social Studies & Science . Pre-School Art & Music . Pre-School Language Development . Pre-School Health, Safety & Nutrition . Ownership & Management.

The Program operates to fit your needs, full or part - time:
Full Time Hours-Monday through Friday - 7:30 A.M. - 1:30 P.M.
Completion Time:

Part - Time Hours- Monday through Friday - 7:30 A.M. to 10:30AM
or 10:30 A.M. to 1:30 P.M.
Completion Time:

FOR MORE INFORMATION PLEASE CONTACT:

TELEPHONE:

ARE YOU INTERESTED IN A CAREER IN

CHILD CARE SERVICES ?

DILLARD HIGH SCHOOL'S CHILD CARE SERVICES TRAINING LAB Offers:

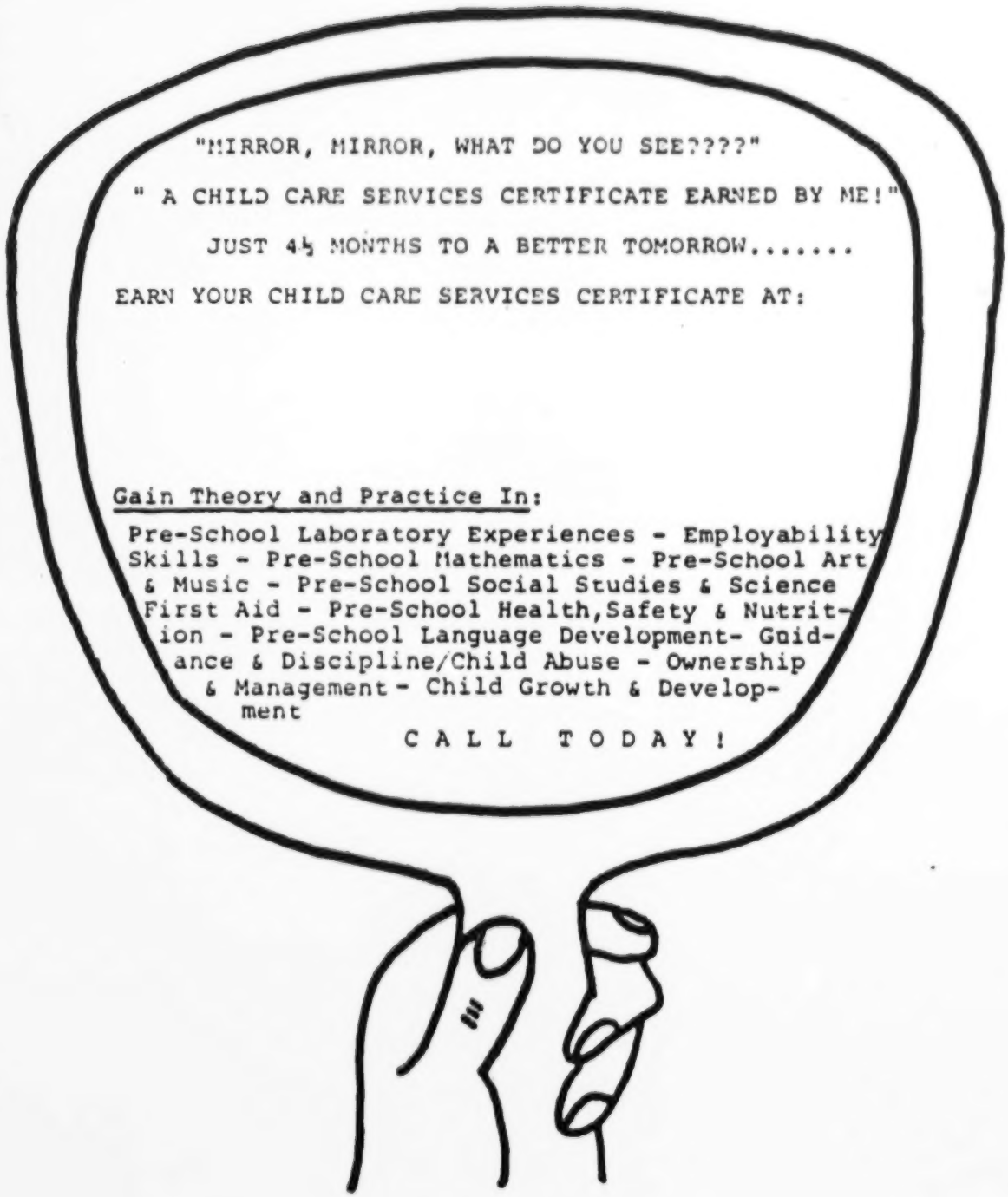
- 9 Months of Training in all areas of Child Care Services and Management. You gain <u>THEORY</u> AND <u>PRACTICE</u> in:

-Employability Skills
-Child Growth and Development
-Pre-School Mathemathics
-Pre-School Art and Music
-Pre-School Social Studies and Science
-Pre-School Language Development
-Guidance and Discipline
-Ownership and Management of A Child Care Center

Upon completion of these courses you will have earned a certificate in Child Care and Management Services, which would afford you the opportunity to work with children as well as own and operate your own <u>CHILD CARE CENTER</u> !

<u>FOR MORE INFORMATION PLEASE CONTACT</u>:

The Child Care Services Training Lab


"MIRROR, MIRROR, WHAT DO YOU SEE????"
" A CHILD CARE SERVICES CERTIFICATE EARNED BY ME!"
JUST 4½ MONTHS TO A BETTER TOMORROW.....
EARN YOUR CHILD CARE SERVICES CERTIFICATE AT:
Gain Theory and Practice In:
Pre-School Laboratory Experiences - Employability Skills - Pre-School Mathematics - Pre-School Art & Music - Pre-School Social Studies & Science First Aid - Pre-School Health,Safety & Nutrition - Pre-School Language Development- Guidance & Discipline/Child Abuse - Ownership & Management - Child Growth & Development
CALL TODAY!

APPENDIX K

CORRESPONDENCE FOR CLASSROOM VISITATIONS

Child Care Services Lab

Dear _____
(Teacher's Name)

Presently, we are experiencing a decline in the number of students choosing to enroll in the Child Guidance, Care and Managemtn Services course. An extensive recruitment marketing program has been designed to boost course enrollment.

Your _____ has been selected to
(Name of class)
participate in the recruitment marketing process by a scheduled visit to your class for one of the following reasons:

_____ Open Forum on the Child Care Services profession and the course offered on campus

_____ Evaluation of Child Care Services Brochure and Flyers

_____ The viewing of a slide presentation on the Child Care Services course

I look forward to my visit to your class on:

DATE:

TIME: From_____To_____

Sincerely,

Judy Lacy Wilson
Child Care Services Instructor

JLW/mdt

APPENDIX L

GRADE LEVEL COURSE SURVEY SHEETS

SCHOOL YEAR 1988-89

10th GRADE COURSE SURVEY SHEET 1988-1989

STUDENT #_____ NAME _____
LAST FIRST MIDDLE

PHONE NO. _____

Students must have 5 credits by September to be promoted to 10th grade. You must pass the SSAT I and II.

Select seven classes; four should be from the required subjects. An asterisk (*) indicates a teacher's signature is needed.

REQUIREMENTS

*LANGUAGE ARTS

___5071 Eng Sk II
___5075 Eng II
___5114 Eng II Hns
___5124 Func Basic Sk in Comm I
___5136 Func Basic Sk in Comm II
___5130/6889 Func Basic Sk in Read & Writ

*SCIENCE

___1310 Fund of Biol
___1314 Biol I
___1309 Biol I Hns
___1308 Fund of Physical Science
___1348 Physical Science

*SOCIAL STUDIES
___0409 Intro to World History
___0414 World History
___0415 Adv World History
___ _____

*MATHEMATICS

___2203 Basic Sk in Math
___2204 Fund Math
___2213 Gen Math I
___2214 Gen Math II
___2212 Gen Math III
___2285 Consumer Math
___2210 Pre-Alg
___2215 Alg I
___2208 Alg I Hns
___2296 Informal Geom
___2218 Geom
___2294 Geom Hns
___2265 Liberal Arts Math
___2216 Alg II
___2209 Alg II Hns
___2225 Integrated Math
___2219 Trig/2295 Anly Geom
___2240 Computer Appl in Math

ELECTIVES

*AIR FORCE JROTC

---3478 Aerospace Science I
___3479 Aerospace Science II
___3490 Adv Aerospace Science

*ART

___6627 3-D Art/6742 Fabrics/Fibers
___6657 Drawing and Painting I
___6758 Drawing and Painting II

COMPUTER EDUCATION

___1506 Intro to Cmp/3800 Intro to Drama
___1507 Cmp Appl I/1517 Cmp Appl II
___1508 Computer Prog I
___1516 Computer Prog II
___1514 Cmp Prog Basic I/1515 Cmp Prog Basic II

DIVERSIFIED OCCUPATIONS

___8614 Work Experience Related
___8615 Work Experience Related II
___8616 Work Experience on-The-Job

HOME ECONOMICS

___2602 Life Mgmt Skills/2603 Pract Homemaking
___2651 Food and Nutr/2685 Prin of Food Prep
___2631 Cloth & textiles/2747 Prin of Cloth
___2671 Family Economics/2618
___2711 Child Guidance and Care Services
___2716 Child Guidance and Care II

HEALTH SERVICE OCCUPATIONS

___3111 Principles of Wellness

BUSINESS AND OFFICE

___7731 Pract Keybd Sk/7733 Pract Cmp Sk
___7641 Accounting I
___7671 Business Computer Applications
___7663 Typewriting I/Fundamentals
___7661 Typewriting II
___7665 Office Procedures
___7681 Shorthand I
___7730 Practical Business Skills

INDUSTRIAL/ VOCATIONAL

___9265 Intro to Materials and Proc
___9266 Intermediate Materials and Proc
___9268 Intro to Construction
___3741/3742 Landscape Oper 1,2 (2 hrs)
___9313/9314 Bldg Maintenance 1,2 (2 hrs)
___9310 Intro to Electronics
___9311 Intermediate Electronics
___9322/9323 Basic Electronics (2 hrs)
___9013/9014 Basic Air Cond & Refrigeration
___9033/9034/9035 Basic Auto Body Rep (3 hrs)
___9043/9044 Basic Auto Mechanics
___9189 Intro to Graphic Arts
___9190 Intermediate Graphic Arts
___9753/9754 Printing 1,2
___9260 Intro to Drafting
___9261 Intermediate Drafting
___9183/9184 Basic Commercial Art (2 hrs)
___9193/9194/9195 Commercial Foods 1,2,3
___3666/3667 Turf Operations 1,2 (2 hrs)

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11TH GRADE COURSE SURVEY SHEET 1988-89

STUDENT NO._____ NAME_____ (LAST / FIRST / MIDDLE)

PHONE NO. _____

Directions: Select seven classes; four should be from the required subjects. An asterisk (*) indicates that a teacher's signature is needed.

REQUIREMENTS

*LANGUAGE ARTS
____5072 English Sk III
____5076 English III
____5115 English III Hns
____5125 AP English Lang & Composition
____5127 AP English Lit & Composition
____5124 Func Basic Skills in Comm I
____5136 Func Basic Skills in Comm II
____5130/6889 Func Basic Skills in Read & Writ
____ _____

*MATHEMATICS
____2202 Applying Basic Sk in Math
____2204 Fund Math I
____2207 Fund Math II
____2213 Gen Math I
____2214 Gen Math II
____2212 Gen Math III
____2285 Consumer Math
____2210 Pre-Alg
____2215 Alg I
____2208 Alg I Hns
____2296 Informal Geom
____2218 Geom
____2294 Geom Hns
____2265 Liberal Arts Math
____2216 Alg II
____2209 Alg II Hns
____2225 Intergrated Math
____2219 Trig/2295 Anly Geom
____2240 Computer Appl in Math
____2298 A.P. Calculus
____2283 Business Math

*SCIENCE
____1315 Biology II Hns
____1321 A.P. Biology I
____1371 Anatomy and Physiology
____1370 Anatomy and Physiology Hns
____1316 Chemistry
____1383 Chemistry I Hns
____1317 Chemistry II Hns
____1325 A.P. Chemistry
____1318 Physics I
____1307 Physics I Hns
____1319 Physics II Hns
____1387/1388 Sci Research I and II Hns
____1368 Oceanography
____1367 Marine Biology Hns
____1366 Zoology Hns
____1308 Fundamentals of Physical Science
____1348 Physical Science
____1355 Physical Science Honors

*SOCIAL STUDIES
____0416 Intro to American History
____0417 American History
____0431 American History Adv
____0422 A.P. American History
____ _____

ELECTIVES

AIR FORCE JROTC
____3479 Aerospace Science II
____3480 Aerospace Science III
____3490 Adv Aerospace Science

ART
____6627 3-D Art/6742 Fabrics/Fibers
____6657 Drawing and Painting I
____6658 Drawing and Painting II
____6617 Drawing II/6622 Painting II

COMPUTER EDUCATION
____1506 Intro to Computers/3800 Intro to Drama
____1507 Computer Appl I/1517 computer Appl II
____1508 Computer Prog I
____1516 Computer Prog II
____1514 Cmp Prog Basic I/1515 Cmp Prog Basic II

HEALTH SERVICE OCCUPATIONS
____3111 Principles of Wellness
____3137/3038/3039 Hlth Service Occup I, II, III

GIFTED COURSES TO BE OFFERED
____6538 English Honors III
____6195 Gifted Studies
____6546 Algebra II Honors
____6545 Geometry Honors
____6533 Earth/Space Science Honors
____6554 Biology Honors I

BUSINESS AND OFFICE
____7672 Business Computer Prog I
____7731 Pract Keybd Sk/7733 Prac Cmp Sk
____7641 Accounting I
____7642 Accounting II
____7671 Business Computer Applications
____7663 Typewriting I/Fundamentals
____7661 Typewriting II
____7665 Office Procedures
____7681 Shorthand I
____7730 Practical Business Sk

DIVERSIFIED OCCUPATIONS
____8611 DCT Related Instruction I
____8613 DCT Training on the Job

HOME ECONOMICS
____2651 Food & Nutr/2685 Prin Food Prep
____2631 Cloth & Text/2747 Prin of Cloth
____2671 Fmly Econ/2618 Fmly Liv & Parenting
____2711 Child Guid & Care Services I
____2716/2717 Child Guid & Care II, III

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12TH GRADE COURSE SURVEY SHEET 1988-89

STUDENT NO. _____ NAME _____
LAST FIRST MIDDLE

PHONE NO. _____

Directions: Select seven classes; four should be from the required subjects. An asterisk (*) indicates that a teacher's signature is needed.

REQUIREMENTS

*LANGUAGE ARTS
___5073 English IV Sk
___5077 English IV
___5116 English IV Hns
___5125 AP English Lang & Comp
___5127 AP English Lit & Comp
___5124 Func Basic Sk in Comp I
___5136 Func Basic Sk in Comp II
___5130/6889 Func Basic Sk in Reading/Writing

* SOCIAL STUDIES
___0439 Intro to Am Govt/0473 Intro to Econ
___0477 Econ/0446 Am Govt
___0486 Adv Econ/0447 Adv Am Govt
___ _____

ELECTIVES

AIR FORCE JROTC
___3479 Aerospace Science II
___3480 Aerospace Science III
___3481 Aerospace Science IV
___3490 Adv Aerospace Science

ART
___6627 3-D/6742 Fabrics/Fibers
___6657 Drawing and Painting I
___6658 Drawing and Painting II
___6617 Drawing II/6622 Painting II

BUSINESS AND OFFICE
___7731 Pract Keyboarding Sk/7733 Pract Cmp Sk
___7641 Accounting I
___7642 Accounting II
___7663 Typewriting I/Fundamentals
___7661 Typewriting II
___7665 Office Procedures
___7681 Shorthand I
___7730 Practical Business Skills
___7671 Business Computer Applications
___7672 Business Computer Prog I
___7667 Business Coop Educ (Related) (CBE)
___7690 Business Coop Educ (OJT) (CBE)

COMPUTER EDUCATION
___1506 Intro to Cmp/3800 Intro to Drama
___1507 Cmp Appl I/1517 Cmp Appl II
___1508 Computer Prog I
___1516 Computer Prog II
___1514 Cmp Prog Basic I/1515 Cmp Prog Basic II

DIVERSIFIED OCCUPATIONS
___8611 DCT Related Instruction I
___8617 DCT Related Instruction II
___8613 DCT Training on the Job

LANGUAGE ARTS
___5163 Journalism I
___5164 Journalism II
___5165 Journalism III - Newspaper
___5166 Journalism IV - Yearbook
___5173/5174 Speech I and II
___5143/5144/5146 Reading I,II,III
___3800 Intro Drama/1506 Intro to Cmp
___5148 World Literature
___5105 Creative Writing/5419 Contemp Lit
___5182 Semantics and Logic/5145 Adv Reading

MARKETING AND DISTRIBUTIVE
___4635 Marketing and Distribution 1
___4636 Marketing and Distribution 2
___4702 Marketing on the Job
___4631 Checker/Cashier

HEALTH SERVICE OCCUPATIONS
___3111 Principles of Wellness
___3037/3038/3039 Hlth Serv Occ I, II, III

HOME ECONOMICS
___2651 Food and Nutr/2685 Prin of Food Prep
___2631 Cloth & Text/2747/Prin of Clothing
___2671 Family Econ/2618 Fam Living Parenting
___2716/2717 Child Guid and Care II, III

INDUSTRIAL EDUCATION
___9265 Intro to Materials
___9266 Intermediate Materials
___9267 Materials and Process Ind Stud
___9268 Intro to Construction
___9269 Intermediate Construction
___9313/9314 Build Maintenance 1, 2
___9315/9316 Build Maintenance 3, 4
___9317/9318 Build Maintenance 5, 6
___9310 Intro to Electronics
___9311 Intermediate Electronics
___9322/9323 Basic Electronics 1, 2
___9324/9325 Basic Electronics 3, 4
___9013/9014 Basic Air Conditioning 1, 2
___9015/9016 Basic Air Conditioning 3, 4
___9033/9034/9035 Basic Auto Body 1, 2, 3
___9036/9037/9038 Basic Auto Body 4, 5, 6
___9043/9044 Basic Auto Mechanics 1, 2
___9045/9046 Auto Mechanics 3, 4

INDUSTRIAL/VOCATIONAL
___9189 Intro to Graphics
___9190 Intermediate Graphics
___9191 Graphic Arts - Individual Study
___9753/9754 Printing 1, 2
___9755/9756 Printing 3, 4
___9757/9758 Printing 5, 6
___9260 Intro to Drafting
___9261 Intermediate Drafting
___9262 Drafting - Individual Study
___9183/9184 Basic Commercial Art 1, 2
___9185/9186 Basic Commercial Art 3, 4
___9187/1988 Basic Commercial Art 5, 6
___9193/9194/9195 Commercial Foods 1, 2, 3
___9196/9187/9198 Commercial Foods 4, 5, 6
___3745/3746 Landscape Operations 5, 6

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